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THE JOURNAL OF

HEALTH AND PHYSICAL EDUCATION

FORMERLY THE AMERICAN PHYSICAL EDUCATION REVIEW FOUNDED IN 1896

OCTOBER 1933

VOL. IV, No. 8

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THE JOURNAL OF HEALTH AND PHYSICAL EDUCATION

Published by the American Physical Education Association
311 Maynard, Ann Arbor, Michigan
Published monthly from September to June
(10 issues)

Professional Membership, including the Journal and the Research Quarterly	$5.00
Active Membership (including Journal)	2.00
Single Copies	.35

Copyright, 1933, by the American Physical Education Association. Entered as second-class matter, January 6, 1930, at the post office, Ann Arbor, Michigan, under the act of March 3, 1879

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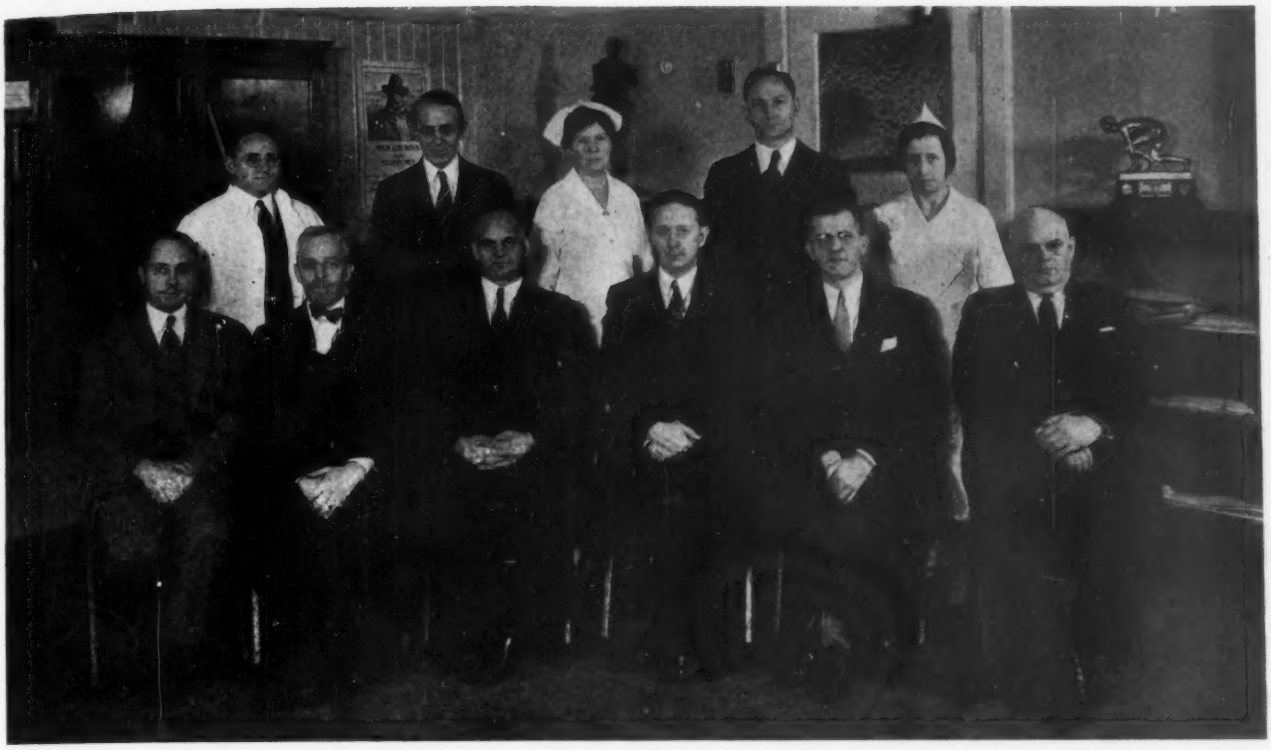


The Health Council representing the following activities: Seated, left to right, Mr. Tietz, Psychologist; Mr. Foote, Civics; Mr. Hastings, Health Counselor; Mr. Boylan, Assistant Principal; Mr. Mayforth, Cafeteria; Mr. Albie, Custodian-Engineer. Standing, left to right, Dr. Palmer, Dentist; Dr. Mason, Eye Examination; Miss Philbin, R.N., School Nurse; Mr. Jahoda, Corrective Training; Miss Piplow, R.N., Nutritionist.

The High School Health Council in Action

By

EDWIN H. HASTINGS, JR.

Chairman, Department of Health Education, DeWitt Clinton High School, New York City

DR. WATSON was greatly shocked when he found out that Sherlock Holmes thought the sun revolved about the earth. Holmes shrugged his shoulders indifferently for he held a theory that the mind was like a store room. It could hold just so much and no more. Consequently, he said, "Put into your mind only the facts that will be useful in your profession." Now in our profession the objective is the education of the whole child. To accomplish this end we must use, to the fullest extent, the facilities provided for us in the school plant, the equipment, the teaching staff, and the student body itself.

One of the outgrowths of this theory as applied to health education in high school, has been the formation of the School Health Council. Through this council, there is brought together all the agencies directly related to the health problems of the pupil throughout the school day. This idea now seems so obvious, so much a matter of course, that we are startled to find that the first health council was organized in our city high schools only three years ago.

In discussing the purposes and objectives of this organization there is a temptation to give free rein to the flight of our dreams rather than to stick to the prosaic limits of what has actually been originated in our school, of the objectives which were set up, and the lessons which have been learned. Perhaps, from our experiences, something of value may be learned to apply to other particular problems.

THE necessity of a Health Council arose when the school moved to our present building. We were in an immense building, with a seating capacity for 5200 pupils. Many of the faculty were unacquainted with the building and with one another. We found that our medical, dental, and corrective training rooms were not functioning to capacity.

Our first thought was to issue a bulletin to the faculty

Psychological Laboratory—Mr. Tietz conducting hearing tests for first-term students.

for the purpose of spreading information concerning the health program. Circulars, however, received scant if any attention—the waste basket is the only willing recipient. Our next plan was to hold a meeting with representatives from each department of the school, so they might carry back health information to their own groups. During the planning of this organization we discovered, to our surprise that we, in the health education department, lacked accurate knowledge of many of the activities related to ***health*** in the school.

Our first session was more in the nature of an "experience meeting." Representatives of such activities as the school lunch, student aid, and general organization were in attendance; also the men in charge of the medical, dental, and psychological laboratories and individual health corrective training rooms; delegates from the English, biology, and civics departments; the school custodian; and the head of the health education department. Each explained what he might do with the health problem as it affected the general life of the school.

Here follows a statement of our objectives which was drawn up after this meeting.

Suggested Purposes of a Health Council—DeWitt Clinton High School

A. To inform all teachers and pupils of the health agencies existing in our school, i.e., Medical Room, Dental Room, Physical Examination Room, Corrective Gymnasium, Emergency Room, Sick Passes, Examinations in Hygiene—Teeth, Eyes.

B. To encourage periodic health examinations for all pupils.

1. "Athletic Card" required yearly of all pupils—(Doctor's certificate and parent's permission).

2. To arouse health consciousness through themes in English on such subjects as "Value of Periodic Health Exams," "Effects of Home Environment on Home Work," "Economic Value of Good Posture."

3. To urge upon educational authorities the necessity of requiring a thorough medical examination of all entering pupils.

4. A yearly contest for the correction of remediable defects.

C. To make a study of the pupil's home environment as regards hygienic living.

D. To encourage through instruction, demonstration, or otherwise the morning inspection of pupils by section officers for indications of illness.

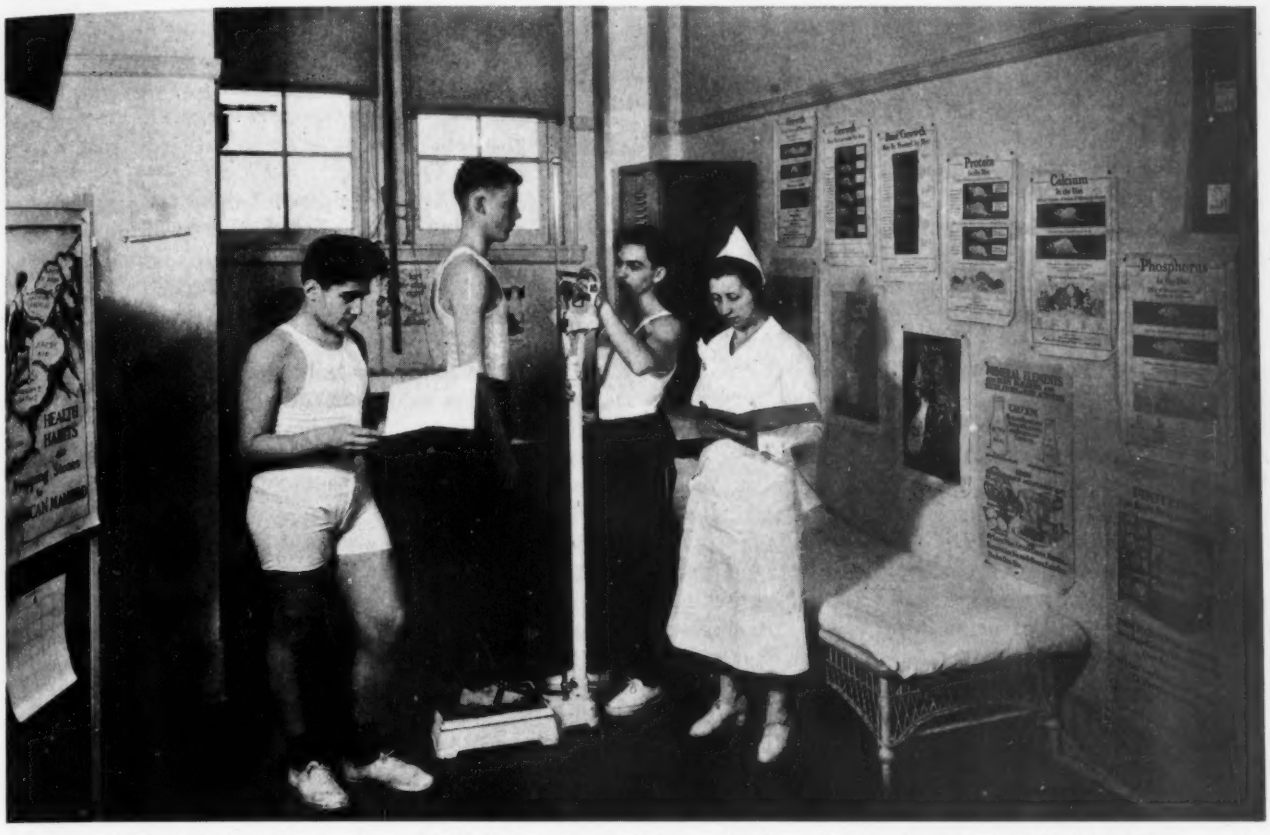
E. To urge upon pupils the necessity of a balanced diet—with particular emphasis upon a proper *breakfast*.

F. To study the syllabi of the various departments of the school as regards health education and practices so as to prevent needless duplication of effort and to cover any items omitted.

At subsequent meetings, such practical problems as an "Anti-Litter Campaign", a "Personal Health Survey" conducted through the cooperation of the English department, a "Personal Cleanliness Drive" carried on continuously by the hygiene department, and many projects of a like nature have been taken up.

The chief practical function of the Health Council is to formulate ideas, to furnish inspiration, and to give support for the various projects undertaken. The Health Counselor, acting as the executive officer of the council, supervises these activities. He is the "Clearing House" for all health matters. The direct responsibility for the success or failure of each project depends upon the individual placed in charge.

To evaluate the results accomplished in these projects in some cases is difficult, in others it is possible, for as



Nutrition Clinic—Under- and over-weight boys report weekly for examination and instruction on diet and health habits.

time went on, we found that interest in health problems grew tremendously, particularly on the part of those most closely connected with the work. The medical room became so crowded with pupils needing expert care and advice that it was beyond the capability of the regular teachers assigned. A registered nurse has been appointed to serve in the school. Her work begins long before the classes commence in the morning and continues long after school is dismissed.

The school lunchroom has also employed a registered nurse who supervises the menus and conducts a clinic for malnutrition cases. A neighborhood doctor gives of his time, one day each week, to visit this clinic to examine the most needful cases.

IN THE matter of physical examinations much remains to be done. The ideal method would be one where the family physician gives a thorough health (not just a physical) examination. The difficulty here is that a child's parents may be unwilling or unable to pay an adequate fee. As one doctor said, "Johnnie's mother brought me a blank from a high school which, if properly followed out, meant a worth while examination. She said, 'You have treated Johnny all his life, just fill this in, please!' "

When the child cannot afford a private examination, arrangements are made through the County Medical Society to have this done at a nominal fee. Doctors are sent to our school according to our convenience. They give a very good examination as far as throat, heart, lungs, hernia, skin, and posture are concerned. The teacher in charge of the corrective gymnasium, working with them, sends letters to the parents of those boys who have indications of defects. In this letter the parent is requested to have a further check-up made. A blank is enclosed for the doctor's report to be used for guidance in the school.

This system of physical examinations is fairly satisfactory. We fail, however, to reach every pupil each year, despite the fact that such an examination is a prerequisite for participation in athletics, both intramural and varsity, and for swimming in the school pool. We need some form of compulsory law to reinforce our efforts toward this goal.

The results of all these examinations are collated by the Health Counselor and the cases are followed up by the departments concerned. Spinal curvature, cardiacs, and flat foot cases are sent to the corrective gym; underweight and overweight cases, to the nutrition clinic; cases requiring complete abstinence from gymnastic activity are listed by the school nurse; eye and ear cases are referred to the psychological laboratory, where they receive proper attention and follow-up. Boys with dental defects are referred to the dental room for further guidance.

The psychological laboratory proves of great value in handling probiems involving social adjustment in the school. The cases are referred to the teacher in charge through many channels. Here a thorough check-up is made of the pupil's physical condition, mental state, and

home environment. In the many instances where physical defects or home relationships are at the root of the trouble, satisfactory solutions of the problems are usually reached.

At the beginning of the term each homeroom is visited by a member of the health education department who gives a brief talk on the need of a physical examination and the desirability of participation in the intramural games. The home teacher, as a result of these talks, is encouraged to refer suspected cases directly to our health room. This is of interest in connection with the daily health inspection supposed to be conducted by the home-room teachers. Frankly speaking, the clerical and teaching burdens of the class teachers are so great that little time and energy are left for routine inspection. At first glance this seems unfortunate but the result has been to build up a sense of personal responsibility on the part of the individual pupil. He knows that the medical room is always open, ready to cooperate with him in his health problems. Also the teacher, freed from the necessity of the daily routine inspection, and knowing that the school nurse will care for the follow-up of all cases, cooperates more readily in sending us cases that appear suspicious.

In the field of dental, eye, and ear defects we are able to measure quite accurately our progress. All first and fifth term boys receive examinations in school. Dental examinations are made by a member of our staff who is a practicing dentist; eye examinations are given by a visiting doctor from one of the hospitals; and the hearing tests are made by the teacher in charge of "pupil adjustment" who uses a 4A Audiometer. Where defects are found a careful follow-up is made. Practically all cases are under treatment. Many pupils, whose families cannot afford the expense, are cared for by our Student Aid Fund; others are helped by various welfare agencies. No boy may graduate from our school until his dental defects are corrected. This is but one step toward our goal of making our pupils physically able to meet the strife of life. "Mental preparation" has been considered in the past as the chief end of the academic training, but we now know that the mental and physical are so interwoven that neither should be neglected.

The procedure in the "Corrective Training" room has undergone so marked a change that the name might better read "Physical Conference" room. Each pupil now is considered as a distinct problem. Gone are the mass drills and the routine exercises for the groups of special pupils. The instructor meets each pupil once a week during a health education period for an intimate talk concerning the pupil's defects, the exercises he needs, and his general progress. He keeps on file a card showing the exercises and general recommendations prescribed by the pupil's physician in the health examination. Accordingly, he assigns the pupil to general physical training activities, to swimming, or to complete rest. Flat feet, spinal curvature, and infantile paralysis show considerable improvement. Cardiac cases are largely confined either to swimming or to complete rest.

We have not yet been able to put into effect our ideas for the "Health Championship," although some day that will come. We find that caution must be observed not to extend a pupil's program faster than he can properly carry it out. Otherwise we have that sad situation as far as the boy is concerned—a beautiful program on paper but a failure as far as results are concerned.

SO FAR we have considered largely the work carried on directly by the health education department. The contributions from many other departments of the school are of great value.

Through the study of chemistry and physics comes the knowledge of the laws of ventilation, the effects of heat and cold, the values of sunlight, and the action of poisons. The story of human development comes naturally through the study of biology. There too the pupil hears of the remarkable men who discovered the secrets of bacteriology such as Pasteur, Koch, and other heroes. Civics adds its share in furnishing information as to public health and sanitation.

A list of topics connected with the pupils' health habits has been prepared for the use of the English department. Certain items are selected occasionally for written compositions, others are selected for use in oral exercises.

The Health Council also coordinates the activities of the Student Aid and Welfare Committees with the health work. Many cases of near starvation are discovered by the school nurse when boys apply to her for first-aid advice. The school nutritionist who examines cases of suspected malnutrition also finds many in dire need. The teachers in charge of the Student Aid investigate these cases, furnishing food, clothing, and even some financial support.

SCHOOL sanitation is one of the projects which has received a large share of our attention. We have attacked this in such specific ways as a campaign to pick up papers, to keep toilets neat, and to avoid marring or defacing the walls. Here came the closest kind of cooperation with the custodian for through him we learned of the spots needing attention.

The general organization, also, aided by furnishing the capital to install soap and towel vending machines in the lavatories (after all when we preach cleanliness all day long, and then give the pupil no chance to use soap and towel, we are no better than sounding brass or a tinkling cymbal). Vandals at first made this scheme difficult of accomplishment but now the student body is convinced of the value of this service and cooperates well.

A course in "Mental Hygiene," although not called by that title, given during the seventh term by the hygiene department, is proving a great force in driving home to the pupils the value of good health habits. By this time in his school life the boy is vitally concerned about his future. The class discussions on personality bring out vividly the relationship of health to efficiency and success. Emphasis is here given to the positive side of the health program, to the necessity of a twenty-four-hour-a-day observance of these principles. When

(Continued on Page 55)

What Are Educational Frills?

By

MARVIN S. PITTMAN, Ph.D.

Director of Laboratory Schools,
Michigan State Normal College, Ypsilanti

CERTAIN types of educators and politicians indulge themselves from time to time in singing hymns of hate against "fads and frills" in the schools.* By "fads and frills" they mean, usually, subjects which they themselves did not pursue when they were in school. These persons are habitually demanding that we get back to the fundamentals which to them mean the three R's in the elementary school, the college preparatory course in high school, and the classical course in college.

Certainly no liberal-minded and broadly-educated person would advocate a course of study for the elementary school, the high school, or the college which did not include the subjects which the reactionary educator and the demagogic politician denominate as "the fundamentals" because, to paraphrase the immortal Lincoln, some of those subjects make a contribution to all of the people much of the time (reading and grammar) and all of the subjects make some contribution to some of the people some of the time (arithmetic and writing, etc.) but none of the subjects are necessary for all of the people all of the time. Why, therefore, should those subjects be considered so sacred and so revered, and why should other subjects (physical education, music, fine and industrial arts, nature study, activities of great variety and much richness) be referred to as "fads and frills" when they are perhaps more essential for wholesome and efficient living in today's complex society than are the so-called fundamentals?

The reasons for the attitude of these reactionaries on this matter are both evident and natural: educational tradition on the one hand and on the other a lack of understanding on the part of the critics of the nature and the purpose of education, particularly under present-day conditions. To these critics, education is a static thing. To them what education was yesterday, it is today, and will be tomorrow. To them, education is the getting of encyclopedic information. They think that such information has been useful in the past and will be in the future. They do not recognize that information, as such, is a mere incident to action and for it to be of real worth it must be learned and used as an incident and not as an end.

The error of such thinking lies primarily in the definition which these people give to education. Any definition must not only describe the object being defined, but must also take on the complexion and fit into the thinking of the time in which the definition is made.

The useful of yesterday becomes the artificial of today and the obsolete and the curious of tomorrow. Yesterday's "frills" may become today's fundamentals, and today's "fads" may become tomorrow's necessities. This is true not only in what man consumes but in the content of his education because education to be genuine must reflect and must reproduce the conditions of life itself as well as prepare for efficient living. The educated person, therefore, is the one who is the true product of the clashing forces of his time and is prepared to play his part effectively in his own time and place.

THERE are certain economic and social conditions in America today which are basic to all educational organization, administration, curriculum, and methods of instruction. Before we can say what are "fads and frills" of present-day education, we must know the life of the people who are to be educated.

Our social and economic life is in constant change, affected by many forces—inventions, discoveries, domestic and foreign thought and conditions—influences of a thousand sorts. Among these are four which seem to me more potent at present than all others. They are the following:

1. America has become an urbanized nation. Approximately two-thirds of the nation's people now live within the corporation limits of cities and towns while there was less than 5 per cent who so lived when we became a nation, a century and a half ago. Besides those who live within urban limits, all of our people have become urbanized in thought and in social and industrial practice.

2. America has become a mechanized nation. The simple home industries, characteristic even today of many other nations and so characteristic of our own a century ago, have passed into obsolescence, and with their passing has gone the inventiveness, the many sided skills, the initiative, and the self-reliance and self-sufficiency so characteristic of the pioneer American. Machinery, usually large machinery, corporation owned and corporation managed, now fabricates practically all the things that we consume.

3. America has become a land of employers, employees, public servants, and public wards. America is no longer a nation of independent, self-sustaining families. Practically everyone is a part of some vast economic system—private or public. His particular task, his working schedule, and the size of his income are determined by someone else. Not only have the commodities which we produce become standardized, but the workmen who produce them have also. Sameness, monotony in type of work, and mediocrity of effort for the average American laborer have become outstanding characteristics of his daily toil. Like the soldier in the battle line, it is not his to ask why. Someone else has conceived the purpose, and has drawn the plan. It is for him only to follow the orders, do as he is told, and stick to his assigned routine. Day in and day out he does his monotonous, unintellectualized, unspiritualized,

*A paper presented at the American Physical Education Association Convention, April, 1933, at Louisville, Kentucky.

unconnected task. When he will be "laid off" and when he will be "put back on," what his income will be, and what he can plan with any sense of security for himself and his family are some of the uncertainties which make his life a hectic existence.

4. America is now, and will become much more in the future, a land of tremendous, unorganized idleness for millions of its people, or else it will be a land of orderly leisure for all of its people, depending upon our sense of justice and its legal application to our industry. The efficiency of our machinery makes this inevitable.

THESE four great social and economic facts of our present-day life present problems of such magnitude to our nation in general and to our statesmen and our educators in particular that nothing less than the best thought and service of all will be able to conceive and to develop the ways and means by which to make wise adjustments. It is clearly manifest that in the future the schools must be so adjusted in curriculum, organization, physical equipment, and administration that they will properly educate a nation of people (1) who live in cities or are dominated by urban conditions and products, (2) who labor and live as an integral and an inextricable part of a machine economy, (3) who are employes—hired persons—in an industrial society, (4) who, if we use our social intelligence, will have short hours for work and long hours for leisure.

Plainly, to educate children in such an environment and under such conditions in such a manner as to prepare them for effective living in the inevitable America of tomorrow is a task of gigantic proportions.

To do so we must have a bifocal and dual-purposed school, and at the same time we must have a school that will see the life of the future in its two phases—short hours of regimented labor and long hours of unregimented leisure. We must have a school that will prepare for both of these phases of life.

To do this effectively will require much of reorganization in school machinery, in curriculum, in methods of instruction, in teaching facilities, but, most of all, in educational philosophy. Our philosophy must prepare us to understand what we are doing and why we are doing it.

In the future we must ask—everyone must ask—not only the philosophers in our schools of education, our school superintendents, and our building principals, but our classroom teachers, our parents, our taxpayers, the children in the schools, and the man in the street—*all* must ask and must answer the question "What is this education for? Will it serve the purpose for which it is intended? Is this the best way to secure the education that we must have in the future?"

THE honest and intelligent answering of these questions will require us to do two things:

1. To read much, investigate much, discuss much, think much, come to know much of the present-day economic and social order, and to practice much under clinical conditions in order to be able to fit the product of our schools into industry as efficient workers.

2. To learn much through observation, participation, and investigation of the interesting, joyous, and beneficial ways by which to spend leisure time so that we and society may be benefited by the leisure.

I have little doubt but that we shall apply ourselves with intelligence and vigor to the first of these questions—the vocational question. If we do, we shall make large and radical changes in the method and content of vocational education. The social studies of a rich, varied, and practical type, and an intelligent study of vocations with wise vocational guidance will become the in-school phase of such a course, while a rich capitalization of the vocational facilities of the community will become the practical or clinical phase of such a course. Manifestly, the school organization and administration must be such as to illustrate mass organization of human beings and, thereby, to habituate the students of the school to time schedules, straight-line administration, piece work, mass production, routine, and all of the other things so characteristic of our urbanized and mechanized life.

We are likely to prepare for the second phase of our life—leisure—with less intelligence, less vigor, and less realization of its tremendous importance. We are likely to think that common sense and individual initiative will take care of leisure time. It *will* do so *provided the right knowledges, skills, appreciations, and attitudes have been established in the individual before the bulk of leisure time occurs.* We must bear in mind that most of the *vocations* of the future will be directed, superimposed, and they will require little purposing and planning by the persons who execute them, but the *avocations* will be very different. They will be self-chosen and self-directed. Relatively, then, it will take *little education* for the vocational preparation but *much education* for avocational efficiency.

In the past we—the public—have not thought about our leisure. We have interpreted it too narrowly. We have thought of it as a week's vacation in the summer or merely as a few Saturday afternoons and a few legal holidays. We have not considered it as *our* problem. Whatever problem there was to it has been considered the problem merely of the playground director, the Scout leader, the one person whom we had hired for that purpose, or of the one person who engaged in such activities on his own initiative only because of his own peculiar personal eccentricity. This conception of leisure time, its possibilities and its problems, is now an outworn, impractical conception, yes, even more—it is a socially idiotic and criminal conception. In the future, leisure time is going to become even more than it is now—and now it is great enough—one of our greatest social liabilities or social assets.

WHAT shall we do with our *leisure* time and how can we prepare our people to capitalize it is, in my humble opinion, the greatest question before America today. How we will use our leisure in the future will be a much more important question to society than how we work. Our leisure will express the real ideals, personal and social habits of the nation.

Our physical educational leaders fortunately have pioneered in this field of capitalizing leisure time and are now ready to share the benefits of their theories, their knowledge, and their experience with the leaders of other fields of thought and with the public in general. You, who have worked so long and so intelligently in this field of activity, have learned that—

1. Man must be taught even to play, that when left to himself he is an idler;
2. He must be taught what to play, that is, he must be given an intellectual basis with which to play; he must understand the game before he can get much satisfaction from it;
3. He must actually participate in the game to fully appreciate it. It must become a part of the nerve life and muscular habit of his body before it means much to him;
4. He must learn to play while he is young if he is going to relish play when he is mature. Where is the person who learned with delight to fish, hunt, play ball, dance, or participate in other forms of physical sport, golf excepted, after the age of thirty? The enjoyment of any game depends largely on the degree of skill with which it is performed and it must be realized that skills are acquired in youth.

While teaching in the University of Mexico three years ago, I observed the operation of a physical education program, directed by a splendid type of Mexican citizen and educational leader who was a graduate of the University of Texas and of the International Y.M.C.A. College at Springfield. He was doing little less than the marvelous in the re-creation of the play life and the capitalization of the leisure time of Mexico. The children, the youth, and even adults were all finding leisure a new and far richer possession because of the new and delightful uses to which it could be put. Such a service can and should be rendered by physical education in all nations.

What has been done and is being done with physical education can be done and must be done with other subjects of the curriculum. We must see their new possibilities and use them to new and richer ends than in the past. The worthwhileness of subjects in the curriculum of the future must be judged by one of two standards: (1) to what degree does it facilitate earning a living? or (2) to what degree does it make leisure time wholesomely enjoyable?

When we apply these tests, it means that we shall cease studying geometry, algebra, physics, chemistry, Latin, and German because they are necessary to get into college or to get a diploma and get out of college. We shall study them *only provided* and *only to the extent that they will help the person who studies them to earn effectively or to live richly.*

The application of these purposes would not mean that we would study less of science. It would mean that we would study much more science. The study of science would become the hobby, the obsession of many children. Instead of studying one book which they would hate and would burn on the day the course was finished, they would read, study, devour volumes dealing with science—*all of the sciences.* They would acquire personal libraries on science and treasure their books as priceless possessions. Instead of thinking of a room in a building or a building on a campus as the only repository of science, they would then recognize the great out of doors as the best laboratory and the greatest of all repositories of science. Every mountain and every gorge would be a page in nature's geology; every tree and every flower would be a living picture in the latest and best book on botany; every brook would be an aquarium; the falling rain, the shooting star, the rainbow in the heavens, and the lengthening shadow at eventide would be an ever present laboratory of physics; the magic powers of chemistry would be seen in the fermentation so abundant in nature; and every night would spread out before the wondering gaze of the learner the awe-inspiring and inexhaustible encyclopedia of astronomy.

WHILE I think that physical education workers have been the leaders in this field of capitalizing leisure time, I do not believe that even they, in general, have sensed the great possibilities of the activity for which they are responsible. Certainly, group games and athletic contests have their place in the life of youth, but too great a stress is placed upon the winning and too little upon the playing. We have the world's best football, baseball, and basketball teams, but the players are "shooting stars" who soon pass from the firmament of physical activity. In general, our people play only when there are shouting throngs on the bleachers and good gate receipts. So long as this is true, physical education directors can hardly justify their salaries or the support of intelligent citizens in a democracy.

The difficulty with our physical education program is that it depends almost entirely upon the actual physical presence of the physical director himself. The true function of the teacher and the physician is to make themselves unnecessary. This the physical education director in America has not yet done. When he leaves, the activity ceases. The men and women of England and Germany and of much of Europe in general are physically active. They walk for miles daily, every week-end and every holiday. Our American men and women do not. Our school sports have not carried over into life practices. Until they do, we must say that even physical education is guilty of the evil so common to all American education—the evil of immediacy. The fraternity of physical educators owes it to America to teach physical education so that the knowledges, skills, appreciations, and attitudes which they seek to develop will not cease with awarding the merit badge, the letter, the sweater, and granting the loving cup and the college diploma, but will persist throughout life, maintaining physical vigor and zest, mental relaxation, and spiritual refreshment. The regular educational program of physical education offered in the schools should be but the beginning, the initial stages of a program far more rich, far more varied that would be pursued throughout life.

What is true of science and physical education could

(Continued on Page 58)

Unit Teaching in Health Education

In the Secondary Schools

By

JEAN V. LATIMER

Educational Secretary, Massachusetts Tuberculosis League, Boston

THE RESPONSIBILITY of the school does not rest simply in protecting the health of its pupils while they are in its charge.* It also has the responsibility for training the pupil in health, so that he is prepared to take his place in the world with understanding as to how he should guard his own health; rear a vigorous, healthy family; and use his influence for the betterment of the health conditions of his community. The growing interest in the introduction of systematic instruction in hygiene for all students in the secondary schools[1] is an expression of the recognition of these facts. This has come possibly because of the following reasons:

First, it is realized that before health education is on a sound basis, it must have a definite and satisfying intellectual content. It must be more than a routine drill in health. While health teaching must be positive, not negative, stressing the splendors of health not the fear of disease and avoiding the medical details, it must nevertheless establish a sound concept of the human machine and its operation on which intelligent health habits can be based. Kilpatrick has called the teaching of the "way" of doing things without teaching the "why" of it a sleep-walking kind of teaching. He says, "Health habits are all right . . . . we need more of them, but we need them knit into understandings and built into the child's very personality, so that he sees, feels, and understands the 'why' of it . . . . the only way in which you really get health education is by the understanding method . . . . it is the only way for a person to fit intelligently into the world, particularly into our modern changing world."[2] While all of us admit that the amount of knowledge pertaining to the science of health is not always the strongest impelling factor for living a healthy life, we would nevertheless grant that simple basic facts, accompanied by desirable attitudes, may be potent factors in motivating self-directed human behavior. This is one of the basic premises of all education and should, therefore, hold true of health education. We need further educational research in order to ascertain at what age-level health content can most effectively be taught, but it is already evident that there is much factual material which only the older child can grasp, and which must by necessity be left to the secondary schools.

Second, by making use of the growing scientific curiosity of the adolescent, we are more likely to continue the interest of the high school pupil in the performance of desirable health habits. The high school boy and girl want to know the underlying facts, but they prefer to make their own investigations, and draw their own conclusions. They are throwing off parental control and beginning to make their own choices as to what they will do about health as well as everything else. These boys and girls want advice, but they do not want advice which is based on sentiment or is threatening. There must be a clear logical reason behind it. That youth is thinking about and vitally concerned with both problems of personal hygiene and those of the community has recently been shown in a convincing manner by the extensive research conducted by the State Department of Health and Physical Education of Ohio.[3] We are convinced in Massachusetts from similar studies conducted in a smaller way that there is already much health interest within pupils. The real problem is to meet this challenge by making opportunities for intelligently directed expression. We might aim in the secondary schools to take the actual personal life problems of youth and make a definite attack to broaden and enlarge such health interest.

Third, not only have we a challenge for helping youth to build a background on which to base health behavior, but studies and observations in the field[4] would indicate that we have the task of getting rid of the mass of fixed ideas based on health superstitions passed down as a part of the social heritage of family and community life. Again, there is need for counteracting the current widespread misinformation which is constantly being transmitted through printed advertising and the radio. That such propaganda is effective was recently illustrated in a class of high school pupils. When asked the best means of destroying germs, 80 per cent named one of the most widely and unethically advertised products. Again, the fact that three hundred sixty million dollars worth of patent medicines are being sold in this country annually, 10 per cent of the total amount spent for all medical

*A paper presented before the Health Education Section at the Convention of the American Physical Education Association, April, 1933, at Louisville, Kentucky.

[1] James Frederick Rogers, "High Spots in School Health," *School Life* (December, 1932).

[2] *Proceedings*, Sixth Health Education Conference. Sayville, L.I., p. 5-23. American Child Health Association, (June, 1930).

[3] D. Oberteuffer, *A Program for Junior and Senior High School*, 1932.

[4] Caldwell and Lundeen, *An Experimental Study of Superstitions and Other Unfounded Beliefs, as Related to Certain Units of General Science*. New York: Bureau of Publications, Teachers College, Columbia University, 1932 and

Rhoton, *Health Misconceptions of Prospective Teachers*, School of Education Study No. 5. State College, Pennsylvania: Pennsylvania State College, 1932.

[5] *The Final Report of the Committee on the Costs of Medical Care*, p. 29. Chicago, Illinois: University of Chicago Press, 1932.

services and commodities, is evidence not only of the health interest, but also of the misinformed public.

Moreover, giving youth an insight and appreciation of the scientific method as applied to health education might well be one of the reasons for including health instruction in the secondary school. We must realize that we are dealing with a body of scientific facts, which of themselves do not "stay put" but are constantly changing in the light of new research. Health facts and their application tend to change, sometimes very quickly but the scientific method which enables the individual to understand and appreciate their applications remains relatively fixed.

IF WE seek to realize such aims partly through the medium of health instruction, it should be with our eyes open to the fact that health in and of itself is not a subject—it is an objective. Certainly with the growing distrust of verbal learning in itself carrying over into actual conduct, we do not want a revival of the old-fashioned type of structural physiology, which had the pupils give the technical names and numbers of the bones in the body. We do not want these facts taught in and of themselves, but rather an integration of all instruction of the pupils' interests, experiences, and environment in such a way that desirable health outcomes will result.

It is fortunate for us that there is already a movement in the secondary schools for an analysis of the whole process of general education into learning units. This reorganization is taking place because it is recognized that subject matter is not valuable for its own sake, but only as it is serviceable in generating intelligent and useful inclinations and abilities in the pupil.[6] The term "unit" may be applied to a series of intimately interrelated learnings which involve a definite theme or topic. It may be defined as a larger learning situation which draws on all phases of experience, and makes use of all kinds of subject matter. In it, pupil purposing, planning, executing, and judging are important factors. The approach and interpretation are psychological and therefore flexible; the teacher, however, must conceive of the unit as a more or less logical procedure, starting with definite objectives, carried on through certain series of mental, physical, and social acts, and resulting in specific worth while outcomes. Obviously, unit organization is more than an outline of subject matter, and certainly it is more inclusive than a project. Moreover, there is nothing very new in unit organization; only more conscious effort to have the average teacher apply in whole and in part the principles of education which superior teachers since the time of Pestalozzi have been more or less practicing.

BUILDING a unit in health education is a problem of curriculum research, any discussion of which divides itself into a consideration of objectives, content, methods, and outcomes. No one aspect can be treated entirely apart from the others, since they each depend on the other for their significance and meaning. In this paper a suggestive rather than an inclusive or comprehensive treatment of each will be attempted. Time forbids a lengthy discussion of the educational principles involved in the establishment of all the criteria for sound objectives. Possibly the following two are among the most important:

1. The objectives must be specific enough so that the teacher may be able to interpret them to the pupil, to outline the subject-matter field involved, to develop related procedures, and to reach the desired outcomes. Too indefinite an objective for a unit would be "to teach pupils about food, in order to be healthy." A similar impracticable objective, which is as broad as physiology itself, would be "to teach about the body framework, in order to know about the plan of the body."

2. In the statement of specific objectives, the psychological aspect of the aims, as well as the sociological, should be reflected. That is to say, specific objectives should not only reflect aims, but should serve as guides for method. The following objectives might be used as illustrations of these two points:

In a unit termed "the meaning of a balanced diet," the aim of which was to develop additional understanding and appreciation of why it is necessary to eat both a variety and an adequate amount of food, the objectives were as follows:

(a) To lead pupils to develop additional interests in the common classification of foods through learning something of their chemical composition;

(b) To have pupils gain insight into the method of controlled animal experiment, by which scientists came to discover the value of vitamins in the diet;

(c) To lead pupils to appreciate that the daily necessary amount of food may be scientifically measured in terms of energy;

(d) To create opportunities for maintaining and building intelligent food practices in their present lives.

These objectives reveal that the procedures of such a unit will be concerned with outcomes of appreciation and understanding rather than those of skill. For example, simple experiments for the chemistry of the primary food substances will be for the purpose of achieving the former. Again, introducing the concept of the calorie, as the unit of measurement of energy required by the body, will be for understanding and appreciation, rather than for an outcome as to the technical use of the calorimeter. Another example of how specific objectives not only reflect aims, but affect content, method, and outcomes was brought to my attention recently when examining a unit on "the control of communicable disease," which was to become a part of the school curriculum of one of our American cities. In this unit there was no specific objective stated to teach pupils to understand and learn to protect themselves against diseases spread through the milk supply. In answer to my inquiry, the reply was that there was no local problem, since all the city milk was by law pasteurized. The objective is to be questioned on the ground that it did not provide for intelligent action in varying situations.

[6] Henry Morrison, *The Practice of Teaching in the Secondary School*, p. 23-35, 76. Chicago, Illinois: University of Chicago Press. Revised edition, 1931.

This is illustrated by the fact that in the well-known Lee, Massachusetts, septic sore throat epidemic caused from drinking unpasteurized milk from infected cows, a large per cent of the victims were summer visitors from the city of Boston.

T IS evident in this discussion of objectives that we are already involved in a consideration of method and content. To continue this discussion: if we are consistent with the implication which Kilpatrick calls "the wider use of method," we must study definitely the laws of learning as applied to health teaching. Unfortunately, as yet there are few researches in this specific field. In the experimental health units we have been developing, we have sought to recognize some of the following general criteria for the selection of procedures:

First.—Unit method utilizes pupil motivation or drives. Professor Goodwin Watson[7] in pleading for a new secondary school in which the first department will be that of health, speaks of students, sometimes individually, and sometimes in small groups, working up their own experiences, to which they have been led by personal counsel from an adviser who knows them. He believes that students are interested in solving problems of health rather than in memorizing health facts. Unit method, therefore, might start with problems such as the pupils themselves raise—these to serve as study guides in working with subject matter for the unit. This means we are going to revise the old-fashioned teaching, in that facts and details will be given in answer to, rather than as sources of, problems of life. It means that the textbook will find itself in the educational process as a tool to aid teachers and pupils in making the materials of the unit more effective. Such a problem-attitude approach is likely to succeed, because it is an application of the well accepted psychological principle of mind-set with all the attendant readiness.

Second.—While unit method always takes such a psychological approach through the pupil himself, it nevertheless offers opportunities for stimulating new centers of interest. For example, in dealing with topics of physiology, we have found pupils not concerned with the study of structure per se, but they became so, as it was related to function. In a unit termed "the processes by which the body makes use of food," the class became vitally interested in a study of the structure of the cell, because they realized they could not understand metabolism without knowing something about the way the cell was made.

Third.—Unit method implies integration of content material with actual life here and now. We cannot count on the fact that pupils will learn health facts and lock them in a safe deposit vault for transfer in later life situations. To illustrate, when developing a unit on nutrition, the class decided it would make a study of the lunches in the school cafeteria. The members also took as a project the making of posters to place in the halls, in order to influence the entire school in the selection of better food. In learning about the bones and muscles of the feet, in another unit, they made an investigation of the shoes worn by the pupils and sought to develop projects so that the entire school could be led to better foot care. A group of high school girls decided they could not rate themselves on their physical condition, because they had not had a school medical examination. Therefore, they petitioned the administration to extend this service to include their group in the high school.

Fourth.—Unit method utilizes pupil activity, recognizing that the process of learning is one of forming definite situation-response connections. However, pupil activity, educationally speaking, is not confined to something done with the hands. Problem solving and appreciation lessons are examples of worth while activities in which manual work is entirely absent. Investigation of reference material by pupils, the writing of brief compositions, keeping a pupil's workbook, and engaging in vital class discussions are all to be included as activities. Lecture method thus assumes a minor rôle. However, it is the teacher who steers the entire procedure. Again, we must recognize that real educational activities are not "tacked on" to the unit—they are the core of the learning process itself. Forbid, that in our enthusiasm to make the subject interesting that we should have pupils engage in extrinsic health projects! For example: a health play will have little carry-over value, unless it originates in and is closely related to the specific unit being developed.

Fifth.—Unit method keeps the objectives of the unit clearly before the pupils. Hopkins,[8] one of the more recent authorities in curriculum building, feels that we should share aims with the pupils—objectives are not something for the teacher to keep secret in a desk drawer. Personally, the writer agrees with this point of view, being opposed to the soft pedagogy which implies that in order to make health instruction interesting, it must be given in disguise under another name. Sharing objectives with pupils is again a recognition of the psychological laws of mind-set and readiness. In line with this criteria, a unit should provide some opportunity for students from time to time to do an organizing project in order to review what they have been doing, and thus tie isolated bits of information together. Also time should be provided for objective testing and retesting of skills and knowledge expected as outcomes.

Sixth.—Sound method leads with certainty and dispatch towards the goal. This means that the teacher will recognize the significance of incidental learnings, and will notice them just enough to see where they are leading; but, she will not have the pupils take time to develop irrelevant or far-fetched connections. That the teacher does not always guide pupils in selecting activities which are meaningful and related to the goal at hand is obvious in the field of health education. To illustrate: the writer recalls being present at a class where a unit on local food production was being developed. The state happened to be bounded on one side by a lake, and the ocean on the other. A large pro-

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[7] *Journal of Progressive Education*, (April, 1931), p. 303-10.

[8] *Curriculum Principles and Practices*, p. 178-9. Benjamin H. Sanborn & Company, 1929.

Pageantry, a Vehicle of Self-Expression

A Mother Goose Holiday Pageant

By

MARJORIE KELLY

Critic of Physical Education, Kent State Training School, Kent, Ohio

and

GWENDOLYN DREW

Assistant Professor of Physical Education, Kent State College, Ohio

Miss Muffet and the Spider

WHILE the physical education teacher may feel overcome at the thought of producing another pageant she is nevertheless eager to start it for she, perhaps more than anyone else, realizes that the public performance of children is worth while if it is properly organized and presented. This is particularly true if it fulfills the following requirements; first, it must be child-like and spontaneous; second, it must be enjoyed by the children themselves in the giving; and third, it should be an outgrowth of the activity program.

There is no vehicle more fitting for the development of these three requirements than a pageant. Its story element makes it essentially different from the regular classroom demonstration through its contribution to imaginative impulse. Too frequently the demonstration program becomes a matter of routine. There is no element of surprise, no spur to the imagination, no incentive other than to perform creditably to please the instructor and the visiting parent. The story element bases the pageant on the child's previous experiences, augmented by the element of surprise. To read of the adventures of Alice in Wonderland thrills the child with delight; to become Alice herself, or the Mad Hatter, leads him into a world so real that he loses his identity and throws himself spontaneously into action which would be impossible in the other type of performance.

In the classroom demonstration the child does exactly what the teacher tells him and at a scheduled time. In the pageant he anticipates what is to be done and with the help of his imagination throws himself into the situation so adequately that he is indeed the character he is chosen to represent. The teacher no longer tells him what to do. He does the thing because it is natural. Thus his action is child-like.

With such an impetus it would seem almost impossible to fail in furthering the enjoyment of the children. Yet such can be the case. In seeking perfection the teacher may be too ready to interpose her own interpretation and to drill to the point of weariness. Care must be taken not to rehearse too frequently. As soon as a group rehearsal becomes a matter of routine it loses its spontaneity and freshness. Fortunately this may be overcome to some extent if the complete performance is omitted until the last minute. One complete rehearsal should be sufficient. Thus the delight of seeing the complete performance contributes to the child's anticipation and acts as an impetus to a performance which might otherwise be pure routine. In turn the final performance no longer takes on the attributes of an exhibition. Rather it lends interest as the culmination of the child's contribution to a whole in which he has an integral part. He has helped plan it; he has worked hard to perfect his own activity; and he has had the fun of seeing its own worth as a part of the whole.

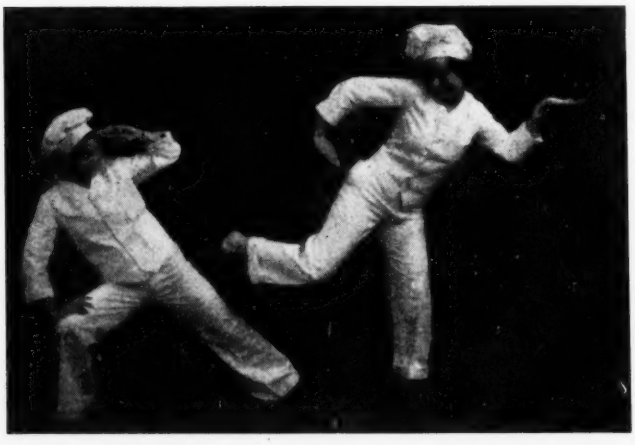
Jack and Jill and Mother Goose

The final culmination of the activity program cannot be achieved, however, unless all the children participate. On first thought it

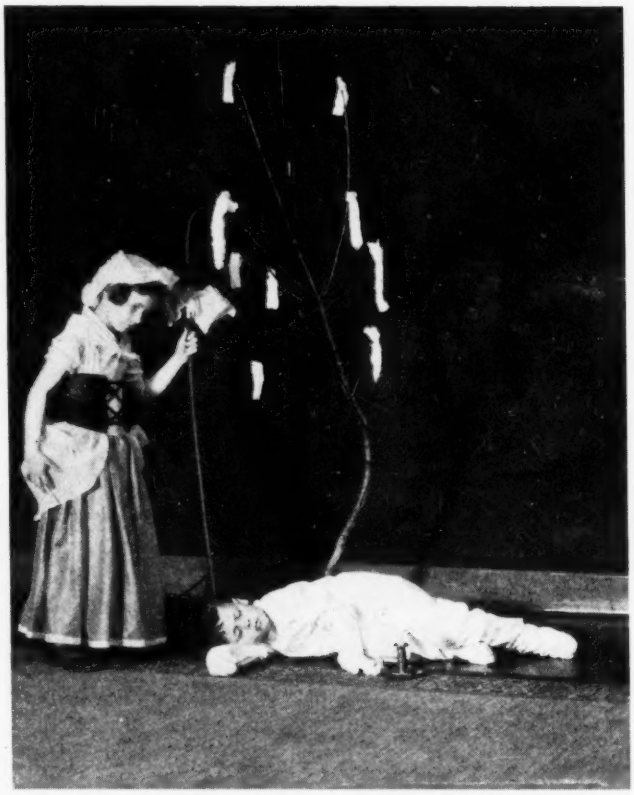
would seem that the demonstration device should offer more opportunity along this line than would the pageant. On the other hand a demonstration program tends to eliminate all but the best dancers, all but the most agile in games, the most clever in pantomime, and the most versatile in stunts. What teacher does not hesitate to introduce a clumsy, overgrown child into a performance whose very beauty depends on grace and agility? Thus the demonstration robs the physically unpromising child who might otherwise save himself through his nimble mind.

The pageant, if properly directed, can furnish him with all manner of opportunities for offering valuable assistance which will in no way subtract from his feeling of well being. When dropped from a demonstration he cannot help feeling his inferiority to other children, even though a substitute task be imposed. In the pageant, owing to the variety of enterprise within the small group, he may be delegated to other tasks and made to feel that he has been honored by being so selected; moreover, there is ample opportunity for individual stunts well suited to meager abilities which will not leave him as one segregated.

If the teacher has adequately planned her year's work, she has already learned the abilities of her pupils and has directed them along lines suitable to their individual requirements. This training comes in good stead for the pageant. There is no necessity to choose her outstanding achievements for a special performance, for the variety of her activities offers her an abundance of material. Accordingly she may place each child where he is best fitted and there is no need to go outside the regular school work to offer an opportunity for participation. It is true that groups must sometimes be limited for financial reasons or difficulties of staging; but there is no necessity to limit because of the child's inferiority. This would be impossible, however, if the pageant did not definitely depend upon the activity program for its very life.



Chefs



Bo Peep at the tree with the sheep's tails and Wee Willie Winkie

Below—Little Miss Muffet and the Spider

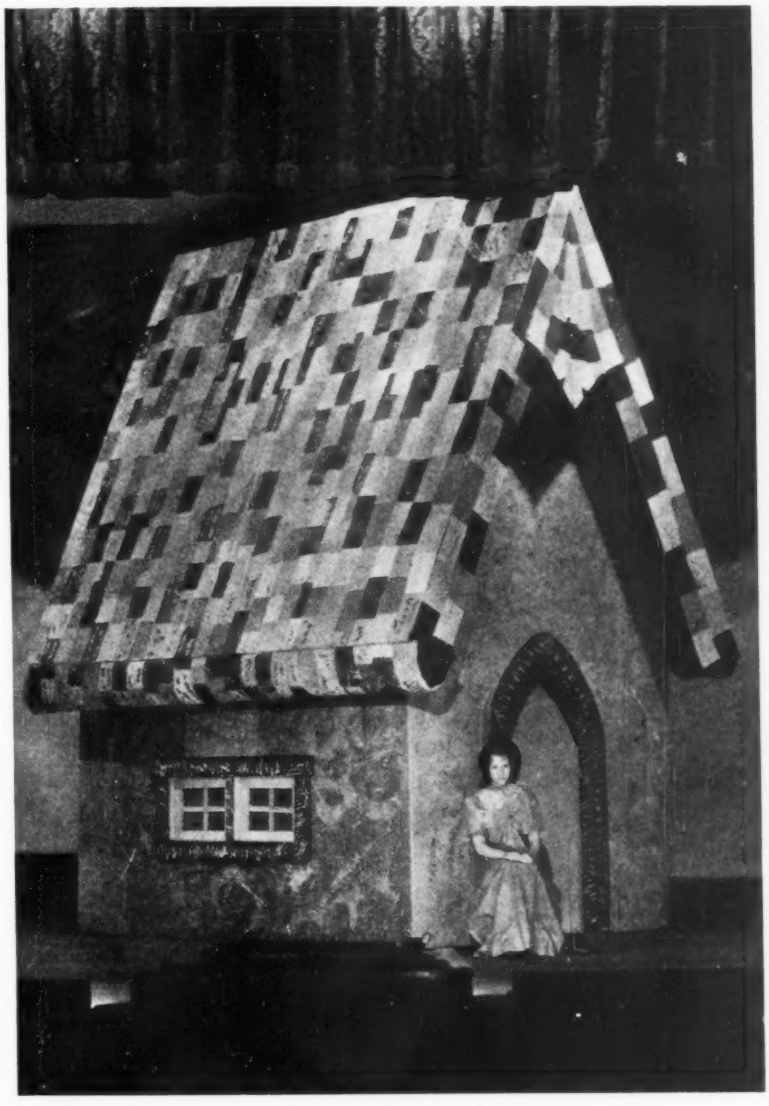
Probably the foremost difficulties confronting the teacher in planning a pageant are those of choosing the theme and selecting the costumes. The ease with which this is done naturally depends upon the ingenuity of the teacher herself, her acquaintance with child interests, and her familiarity with dramatic performances featuring the spectacular in both costuming and group activity. The latter can be accomplished through a study of costuming and stage effects and through the observation of current stage productions. It is well to arrange some kind of a card index where one may file programs, noted sufficiently to recall to mind the appropriateness of the activity to possible future activities. This should also include pictures of costumes and settings.

The theme of the pageant may be chosen from children's stories of some length which may lend themselves to activity and promote spontaneity of response through the imagination. A fête in honor of some well known historical or fictitious character may form sufficient motivation. Naturally this would include activities in which the honored person himself might have indulged.

The question of costuming must run hand in hand with the choosing of a theme. Here one must not allow the costuming to take precedence over the activities; otherwise, the pageant has failed in its three-fold purpose. A mere suggestion of effect is usually sufficient for a costume.

In choosing my last pageant, "A Mother Goose Holiday," I selected an outstanding character, thoroughly familiar to the children, who would appeal to their imagination. This character undoubtedly would know many of their favorite story friends. What would be more fitting than for Jack and Jill to pay Mother Goose a visit? How fond she must have been of little Miss Muffet! What a darling is her Wee Willie Winkie! These characters could all contribute to child activity.

My next problem was to find a reason for the characters coming to Mother Goose. My older girls were too big for Dwarfs; the dances I had in mind were not fairylike; and I must still appeal to the imagination of the children. Wood Sprites would solve these difficulties, so the Wood Sprites gave a party for Mother Goose to which the children of Nursery Land were invited. But there were others than children for my pageant. Many older girls had to be included so I decided to include Old King Cole and characters suitable to his court. Inasmuch as no older boys were enrolled in my classes and as their schedule did not permit it, none participated in the pageant; however, the plan of the pageant might easily have included them.



Mother Goose and her house

In spite of the fact that we were strictly limited in expenditures, the problem of costuming was not particularly difficult. Mother Goose wore a long red dress left from other pageants. Her peaked hat was of pasteboard with crêpe paper streamers. My idea for the Wood Sprites' costume came from a stage production I had seen in Detroit. The original costume was simplified to a black bathing suit, black stockings on the arms, white star-shaped collar, four-inch oilcloth belt, and an oilcloth cap with a white pom-pom on the end of a six-inch wire. King Cole's Ladies In Waiting wore simple, long, organdy dresses in pastels. The Flowers in Contrary Mary's garden wore crêpe paper flower caps. Throughout the pageant, simplicity of costume was carried out; so simple in fact, that, in general, the majority of the children wore street costumes and only one from each group was dressed in character.

The problem of setting need not worry the director. Only a hint is necessary to develop an idea. In this instance I used a small house, built by the stagecraft class, placed to one side of the stage. At a little distance was a platform for Old King Cole and Mother Goose upon which I placed two old fashioned rocking chairs. I could have simplified things even more by merely using a garden gate to indicate the whereabouts of Mother Goose's domicile.

The characters and activities through which I might carry my theme were definitely chosen with regard to the three essentials of pageantry mentioned in my opening paragraphs.

What could be more childlike and spontaneous than a party for Mother Goose to which nursery rhyme characters and their friends had been invited? What would be more delightful than to take part in the entertainment at this party? I broached the subject to the sixth grade. Who could be a spider? How would Miss Muffet respond to him? My problem was solved. I was overwhelmed with suggestions and original performances from which the children chose the best. But this was not enough—Miss Muffet's meeting with the Spider would be insufficient entertainment for Mother Goose. It was decided that Miss Muffet and the Spider would become friends who would call in the sixth grade to perform

Guards, King Cole, Fiddlers Three, Pipe Carrier, and Mother Goose

races. Daily the sixth grade watched Miss Muffet and the Spider, then went through their relays, often forgetting all about what they were doing, so intent were they on the fun of each race. A rather large, shy, and awkward, but very dependable youngster was chosen to help the Spider. His special task was to see that all apparatus was on hand.

The activity for each grade worked out similarly. By the time of the final rehearsal each grade knew exactly the order of events, its own place for entrance and exit, and what seems most important, just how to enter and leave. Thus I was assured of no confusion. May I suggest here that no one person is able to take charge of all of this. It is most important that the director remain as near her music as possible. This means that she must station responsible persons at points of vantage, who have a definite outline of duties to perform.

On the afternoon of the day before the pageant the children saw the entire performance for the first time. Here their eagerness was unbounded, they outdid themselves in their desire to stress the importance of their own performance and critically observed their own activity. Listen to their criticisms, guide them, compliment them, and correct them only when it is necessary. You will never again have this opportune moment to impress the children with their own worth. Do not make the mistake of criticising them adversely either after the dress rehearsal or the final performance. Let your criticisms be constructive.

It is a bit difficult in going back over my pageant to separate the principles of pageantry. They are inextricably dependent upon one another. Perhaps the activity of the third grade will show you how the pageant was an outgrowth of the activity program. To discuss the enjoyment of the children themselves, however, would seem futile, for wherever there is spontaneous action the two go hand in hand. The entire work of the third grade was centered on Indians—their arithmetic, their social science, their reading, their music, their art, and their physical education. It was an easy thing to introduce Ten Little, Nine Little, Eight Little Indians, into a Mother Goose pageant. These youngsters knew how Indians dress, they had learned Indian games and dances including a Western Hoop Dance. They selected the best of their dances and entered into them with glee and abandon. What one did not devise for Indians, another did. With the exception of organization, very little was left to the teacher.

While I have discussed only three reasons for the use of pageantry in the physical education department I feel that I have omitted a most important reason for pageantry, that of the opportunity it affords for cooperative work among the various departments of the school. For instance, I had need to call upon the English department for help in sequence of story, on the art department for wood-block design in the program, on the printing department for programs, on the stagecraft class for the Mother Goose House, on the reading classes for perfection in words in various singing games, and on teachers in many departments for aid in costumes and in taking charge of the children at the final rehearsal and performance. My dependence on these departments was very small in comparison to what might have been done, although from the viewpoint of personal service it was very great.

The ideal situation of course would be to turn over all scenery to the stagecraft group, all costuming to the art and home economics departments and the suggestions for themes and the writing of the pageant to the English department. Naturally this would have to be done in conference with the physical education teacher. It strikes me that this could develop perfect correlation between the physical education department and the other departments and that it would develop superior activity on the part of the students. It would indeed be OUR pageant, and no longer that of the physical education department.

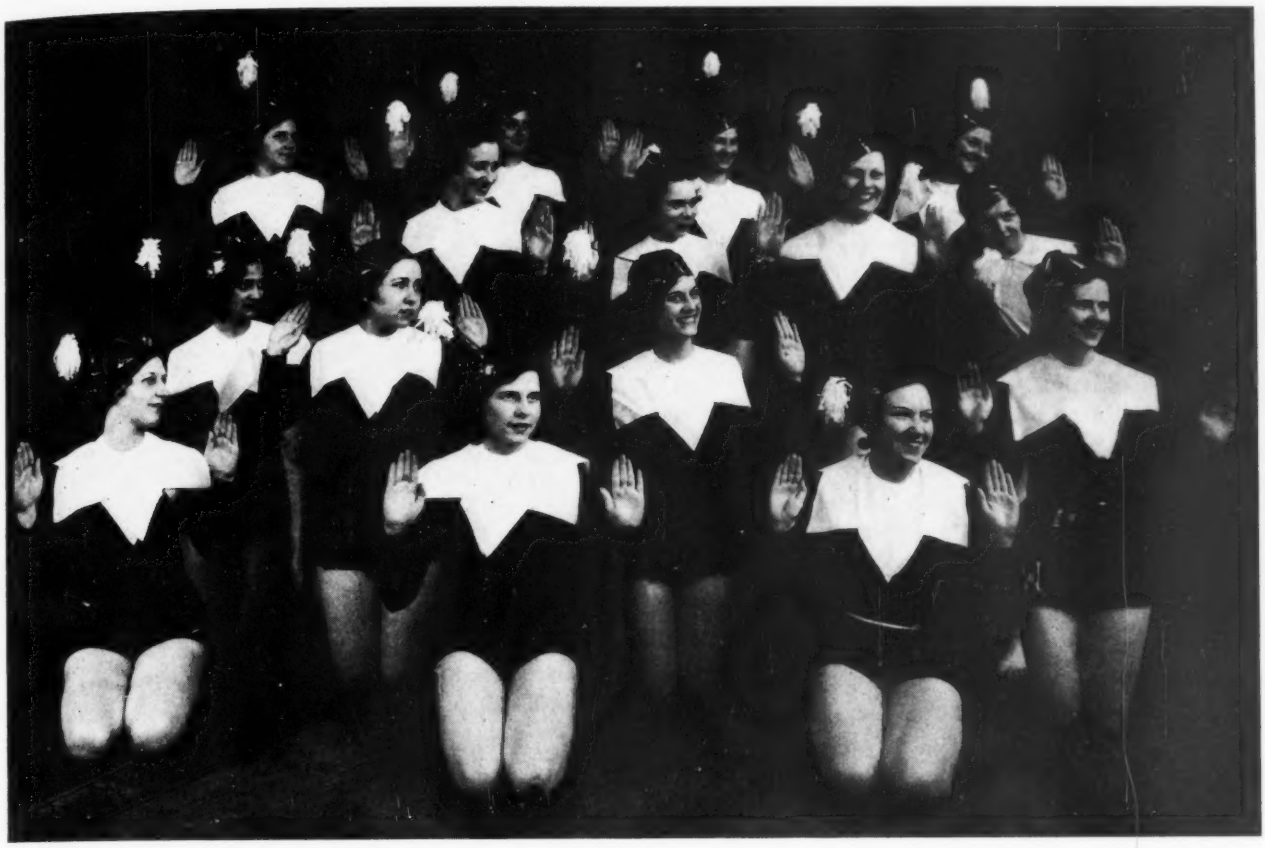
The program of the pageant had a wood-cut design on the front cover. The two inside pages contained the story of the pageant and the order of events as follows:

A Mother Goose Holiday

(Pageant which can include grades 1-12)

Theme.—The Wood Sprites are jubilant for this is the day of the party they have planned for Mother Goose. From their wandering they have gathered a knowledge of the dancing of many lands, and this day have chosen that of Egypt to express their happiness. The Sprites have

Wood-cut Design for Program Cover



Wood Sprites

prepared a throne and have invited Mother Goose characters to help entertain their honored guest.

Do not be surprised when you see the Spider and Little Miss Muffet playing together, for Mr. Spider is really a good friend of children. Just see how well he helps in the races!

While looking for her sheep, Little Bo Peep has found many friends to help her. However, since today is a special occasion, they have left the search, hoping to bring pleasure to Mother Goose. Later, Bo Peep continues the search. To her surprise she finds the sheeps' tails hung on a tree to dry.

Mother Goose is well pleased when jolly Old King Cole arrives with all his court folk. Fiddlers fiddle! Lovely court ladies dance! Even the guards turn frivolous to do a tap drill with military precision.

But look at Mary's garden! See how quickly it grows. It must be that the flowers want to please Mother Goose.

Rum, tum, tum, Indians!!! Just see the bright hoops! Now they can do their Woodcraft dance! One by one they drop out of the dance. Even little Indians grow tired.

Next we see Wee Willie Winkie and his playmates making the most of their time at the party. It is already past eight o'clock and soon Wee Willie will have to see that the children are in their beds.

When they leave, Jack and Jill and their friends prove to Mother Goose that it is not necessary to hurt themselves when tumbling down hill. They have learned that tumbling can be lots of fun.

The Chefs and Peasants are out busily preparing the refreshments for the party. Ah! Here they come, but their food is unprepared. No wonder! Watch them caper about, until too tired for play. Nevertheless, they run off to finish their work.

Mother Goose sits and nods happily. Her day has been pleasant, but where are her hosts? Ah! Music again! Egyptian Music! Here come the Sprites dancing, capering, frolicking, victorious in a vivacious Egyptian dance. And why not? Can anyone be more joyous than a Wood Sprite, bubbling with delight over a successful party for Old Mother Goose?

Activities

Chimes—(Signal for all to be ready, played by a Wood Sprite.)

1. Wood Sprites' Dance.....Dancing.....High School Girls

Music.—

1. Etude XII—Schumann—Op. 13, Vol. 96—p. 24.
2. Etude I—Schumann—Op. 13, Vol. 96—p. 4.
3. Nautch—Strickland—Oriental and Character Dances—p. 46.
4. Priestess Dance—Opera Aida.

Activity.—The Wood Sprites' dances were of the Modern Dance type, taught by Charles Weidman and Doris Humphrey of New York and Eleanor Frampton of the Institute of Music, Cleveland. Part of the dance should be a greeting to Mother Goose and escorting of her from her house to her rocking chair. Any sprightly dance can be used.

Costumes.—Black bathing suit, black stockings on arms, white star shaped collar, four-inch oilcloth belt, oilcloth cap with white pom-pom on end of a six-inch wire.

Chimes—

2. Miss Muffet and Spider.....Relays.....Sixth Grade

(Continued on Page 56)

Determining Individual Needs
In Physical Education

By

CARL G. CHAMBERLAIN

Director of Health Education,
Benjamin Franklin High School,
Rochester, New York

IN THE past five years we have heard much about redirected programs, individual needs, player control, state tournaments, and what not. Most of us have been confused; some of us have been unable to see the woods for the trees; and, finally, some of us have come to realize that, fundamentally, this new program in health and physical education is a program that is based on meeting the individual needs of boys and girls in the light of health and physical education objectives.

We realize today that all sound programs must be built upon this thesis; and so we shall discuss practical ways and means of organizing and administering school programs in health and physical education that will really function to meet the individual health needs of the pupils.

The problem seems to divide itself into four simple parts:

1. What needs to be done.
2. What can we do.
3. How can we do it.
4. How do we know whether or not we are getting results and making progress toward our objectives.

The implication that immediately rises from the above questions is that the school program must be modified to meet individual needs. Readers, who are in the profession, are thinking to themselves right now: "Yes, I know we should be doing the whole job in my school, but how can I ever modify my program to meet individual needs with the few hours and fewer facilities I have available?" We propose to discuss in this paper some simple and practical procedures by which this may be done.

The final test of the worth of any activity in the school curriculum can be very simply stated in three brief words: "Does it work?" I shall attempt to explain a system of organization and administration that enables physical educators to determine the individual health needs of children, to make effective progress toward meeting these needs, and to be able to show results. For the past three years my time has been spent in organizing the health program in Benjamin Franklin High School in Rochester, New York, the largest high school in New York State outside of New York City.

The experiences of the past three years lead me to believe sincerely that the time has come when school health programs, if they are to survive, must be redirected to meet the individual needs of the pupils; and that those on the defensive are not the exponents of the redirected program, but are rather the exponents of the old, traditional program where all pupils were put in the same mill.

IN ROCHESTER we employ a three-fold plan in health and physical education, based on the thesis that in order to make satisfactory progress toward our objectives we must be certain to:

1. Protect present and future health.
2. Teach health habits and impart health knowledge.
3. Foster physical activities for the development of desirable skills, habits, and attitudes that lead toward the objectives of sound health, present and future; social efficiency; and cultural appreciations.

In order to produce optimum results, some type of administrative superstructure is necessary within the school organization that will enable those promoting the school health program to utilize every available means to aid in learning the whole story about each individual pupil; and to cooperate in making the necessary adjustments to meet the individual needs. Owing to the vision and labors of our city Health Education Director, Mr. Herman J. Norton, there has been evolved a cooperative administrative organization that makes for the attainment of optimum results in health education. This organization is known as the Health Council.[1]

The Health Council is a group of faculty members who have to do primarily with personnel work, as the principal, girls' adviser, psychologist, lunchroom director, and others. Meetings are held at intervals and school programs planned and sponsored. The real work is done, however, by the cooperative efforts of the council members. If, for example, the psychologist, in studying a case, discovers any indication of physical defect, the pupil is referred to the Health Education Department for further work. If the health teacher learns that a pupil has a cardiac weakness, this information is imparted to the girls' adviser, and, if necessary, program adjustments are made for the best interests of the pupil.

The health job in any school is too big for any one person. Unless we utilize every available agency we can do nothing but scratch the surface. With a plan available that enables us to utilize all agencies in the school and in the community, we must determine our objectives, review our techniques, and perhaps alter our opinions.

MENTION of objectives brings us immediately to the problems at hand. What are our objectives in physical education? The objectives in physical education must conform to those of all education.

"It is quite generally agreed that the ultimate objective of all education should be citizenship, and an abundant

[1]For diagram and details of the health council plan of organization, address Mr. Herman J. Norton, Director of Health Education. Education Building, Rochester, New York.

life, and that to this end education should protect and improve health; eliminate anti-social traits and develop desirable ones; and promote broad culture." Physical educators have the same aims. Since these are general aims, and since they may be variously interpreted they should be defined in more explicit terms. Dr. F. R. Rogers admirably discusses objectives somewhat as follows: "Specific objectives are to the teacher what specifications are to the engineer. They indicate measuring devices to guide the engineer or teacher in planning the details of his work, measuring the strength of materials or pupils, and checking results or performances."[2]

The specific objectives which physical educators may achieve are dependent primarily on the tools or activities with which they work. These are the large-muscle activities in which pupils engage at school—gymnastics, dancing, games, and like activities. It must be apparent that the effects of such activities are reflected in the physiological functioning of the body. Specifically, then, physical activities may harm or improve circulation, respiration, digestion, and elimination. Less directly, but just as surely, the endocrine glands and entire neural organization of the body are affected. Posture is conditioned by exercise as well as by nutritional status, and nutritional status itself is determined by exercise perhaps as much as by economy of the organs of digestion. Motor skills are developed, and these aid in protecting life and in increasing power to gain food, shelter, and clothing. The proper development of these functions *must* be specific objectives of physical education; for, if they are ignored, it is more than likely that results will be positively harmful. Physical education cannot escape health as a primary aim, and the improvement of the functions named above as primary objectives, if only because it uses large-muscle exercises as its program of activities. Therefore, dynamic health in all of its phases is a primary objective of physical education.

Physical activities are best conducted with pupils joined in groups, whether for games or individual activities. Social contacts are, or should be, many, varied in nature, and intimate. Since minds are relatively free they will acquire a volume of social knowledge and attitudes. Moreover, the social relations and reactions of pupils will develop habits. Consequently, physical education properly claims as objectives such desirable social characteristics as initiative, perseverance, self-control, courage, courtesy, honesty, justice, cooperation, sympathy, loyalty, and charity.

Finally, the mental activities of pupils are stimulated by their physical activities, both directly and indirectly. Directly, every muscular contraction has a concomitant nervous impulse which may be carried to the cortex and stimulate thought, or at least the senses, which will in turn stimulate observation and thought.

Indirectly, since physical activities are conducted in the presence of a changing environment, awareness of nature, both animate and inanimate, will follow. From such awareness scientific and artistic activities and insight may be induced with some guidance from teachers. Appreciation will be acquired, and, hence, culture. The character of these appreciations will depend largely upon the teacher. They may be good or bad. Therefore, culture, in many of its specific aspects, is a proper aim of physical education. The "specific aspects" are the specifications which the educator must catalog and from which his measures of need, capacity, interests, and results must be determined.

HAVING established our objectives as health in all of its phases, social efficiency, and cultural appreciations, we must evolve a plan that will enable us to steer a straight course toward these goals.

"Orderly progress toward any remote goal depends on measurement." Without measurement there can be no progress. When we take a trip by automobile we study the road map until we learn the route; we know at least some of the towns through which we must pass; we check our progress constantly with road signs; and we check our speedometer mileage both as to distance traversed and the speed with which we travel.

The more reliable, valid, and accurate the measurement, the more surely will progress be made. In fact, the very process of measurement forces us to inquire more definitely concerning our own objectives, forces us to clarify our aims, and gives us either more confidence in our work, or a more critical attitude toward it.

In a larger sense, this is exactly what needs to happen in the field of physical education. Careful measurements must be made and the very act of measuring will force us to do a better job.

Our job is to take boys and girls on a journey that starts from their present physical status and leads them along the road to better citizenship by way of improved present and future health, improved social efficiency, and increased cultural appreciations. Our destination is citizenship and an abundant life. We pass through the towns of present health, future health, social efficiency, and cultural appreciations but our starting point varies as many times as there are pupils in our school.

Now that we have set our destination point, we must find the starting points, and it is only through careful measurement that we can determine where they are. We must recognize that each individual is different from every other individual, and we must admit the absurdity of any system of physical education that attempts to say that all individuals are the same, and can be subjected to the same program in order to produce the desired results.

The joint committee of the National Education Association and the American Medical Association has said that complete health is physical, mental, social, and emotional, and in determining our starting points, we must consider all four phases. If the psychologist can contribute to our knowledge and aid us in pointing out a need, we must be ready not only to accept but to encourage such contributions. If the Latin teacher can contribute to our knowledge in determining needs, we must welcome and encourage her contribution. We must realize that if

[2]For an excellent discussion of objectives in physical education see F. R. Rogers, *Fundamental Administrative Techniques in Physical Education*, Newton, Mass.: The Pleiades Co., 1932.

we are truly striving toward objectives in health, social efficiency, and cultural appreciations, we have an obligation to meet the individual pupil needs not only in physical health per se but also in courtesy, love of the beautiful, the stars, the trees, the sun, the water, and God. We may have a pupil who is physically normal in so far as we are able to discover, but who is lacking to a marked degree in the ability to face adversity, play fair, be courteous, or appreciate a beautiful sunset. I say to you, with absolute sincerity, that we have a deep obligation to that pupil, which compels us to subject him to a program that will eventually help him along the road to that remote goal of citizenship and an abundant life toward which he is striving. If you and I, as educators, do not meet these obligations we are open to criticism, just as much as if we made a boy with a cardiac lesion take part in a cross-country run.

What then are we going to measure? We are going to try to determine, in so far as possible, the exact status of our pupils in health and in social efficiency and in cultural appreciations.

LET us follow a typical group of high school pupils through a well-organized health and physical education department and see exactly what is done, how it is done, how programs are differentiated to meet the needs, and how results are measured.

It is the first day of the new semester. At the stroke of the 8:30 bell, one hundred youngsters come tumbling into the gymnasium for their first class in physical education. The teacher is on hand, neatly dressed, smiling, pleasant, courteous, and efficient. The room has been fitted with seats for this first day, because no gymnasium work will be done; rather, the time will be spent in organizing the class, telling the pupils about the school health program, and explaining the objectives. The teacher will dismay some of the youngsters by announcing that no doctor's excuse will be honored unless it is written on a standard school blank; that they will not be "excused" from physical education and sent to study hall at the slightest provocation simply because Dr. Blank requests it. Rather, the school will ask Dr. Blank what he believes is best for the pupil and the health teacher will make every effort to do exactly as Dr. Blank prescribes.

Now you are thinking, "It can't be done!" And, I am saying, most emphatically, that it can be done, it has been done, and it is being done! Every one of these "sick, lame, and lazy" boys and girls who has been, as we say, "getting away with murder" by means of a doctor's excuse, can be reached and helped; and, incidentally, by doing so you can gain the respect and cooperation of every physician in your community.

On this first day of the semester, all pupils who request a doctor's excuse are instructed to come for an interview. A form letter has previously been prepared for the purpose, stating exactly what the school is trying to do and telling the physician that you, as physical director, are anxious to cooperate with him in every respect. When the pupil comes to see you, talk with him, get to know him, learn his story, make out a blank, and have him take it to his physician. You will be surprised at the results. Now when you do get the physician's reply, respect it absolutely; do your best; and if you encounter difficulties, contact the doctor. You will find him agreeable, wise and cooperative.

After the announcement about the doctors' excuses, each pupil receives a small blank card. On one side he is told to write his name, homeroom, age, address, and the days and periods he attends the health class. This information is for the attendance record. On the reverse side of the card, he writes down anything about himself which he thinks would handicap his fullest participation in the activities of the department as they have been previously explained. If he has had a severe illness during the past three years; if he is in any manner handicapped; if he has had an accident; if he is now, or has recently been in the care of a physician—any such facts are written on the back of the card. This personal history is one of the most important points in the whole sorting process. Invaluable information and "leads" come from it, and the teacher should follow every single "lead" by a conference with the pupil, and then with the parents, the physician, the hospital clinic, or other agency, as the trail leads on.

The next step in our sorting or testing process, is the medical examination. This is definitely the job of the skilled physician and never of the physical educator. The data from the medical examination are painstakingly recorded and filed for each pupil and a careful check-up is made of the defects discovered. This is the foundation of all of our work. It tells us who, from the physician's viewpoint, is superior, normal, and handicapped; what the handicaps are, and how serious they are. We must follow up every defect and do our best to initiate remedial measures.

HAVING completed the medical record, and after securing all available data on the pupil from his personal history card and from other school agencies, we next prepare for the tests which the physical educator may properly administer.

In choosing tests we must set up criteria for the selection of proper measures, that we may have standards of judgment to guide us. The criteria of proper educational tests include validity, reliability, objectivity, economy, interest, norms, and utility. I shall very briefly explain each of these standards.

Validity—a measure is valid if it actually measures the quality or function it is used to measure. A yardstick is a valid measure of distance, and a thermometer is a valid measure of temperature.

Reliability—really means trustworthiness. A measure is reliable, if two or more measurements of the same object or function, by the same measuring device, yield the same scores.

Objectivity—means agreement between results obtained by different measurers. A measure is objective if two or more different individuals, using the same device or procedure, secure similar results.

Economy—means both time and money. Is it financially possible to utilize a given measure in a given situation? Is it worth while, from a time standpoint, to utilize this measure, or is the time consumed out of all proportion to the results attained?

Interest—pupil interest is vital to the success of a test. The purpose of tests is to determine the capacities of pupils, and volun-

tary response is required. Therefore, educational tests should be inherently interesting to pupils.

Norms—are vital to measures, and are essential for practical comparisons. We attach significance to blood temperature of 101 degrees, because we know the norm is 98.6 degrees.

Utility—means usefulness. Which test, of several proposed, will be most useful to us, all things considered?

The measures which I shall describe have been evaluated according to the foregoing criteria. I give them to you as useful measures, that will prove to be of value to you in a practical school situation.

Suitable arrangements should be made in order that all available data on a particular pupil will be easily accessible. Records should be neatly kept, and forms should be as simple as possible. When we seek to determine the exact status of a pupil, it will help tremendously to have these records easily accessible. A large envelope for each pupil, in a suitable drawer, forms a very satisfactory personnel file, in which all data may be preserved.

Following the medical examination and personal history, we make a study of the results preparatory to giving the physical capacity tests, eliminating all cases where the medical examination indicates that it would not be to the best health interests of the child to participate in these tests or any tests of supreme effort. I refer to such afflictions as hernia and cardiac lesions.

MOST progressive physical educators are familiar with Rogers' battery of Physical Capacity Tests,[3] which Bovard and Cozens describe as "the best established of their kind."

We are at present using a revision of the original battery that Dr. Rogers has accepted. In utilizing Rogers' battery some difficulty was experienced when the girls did push-ups and pull-ups, and many physical directors had trouble with the arithmetical calculations of empirical formulas, necessitated by Rogers' procedure. We have tried to circumvent these problems. Our modification of the battery utilizes a device for measuring arm and shoulder girdle strength with a Tieman dynamometer.

The apparatus was first developed at Rochester Charlotte High School, improved at Cornell University, improved again at Ithaca College, and finally finished at Rochester Benjamin Franklin High School. We simply built up a pipe frame about five feet long, three feet wide, and four feet high. At one end we fastened a padded board that could be adjusted for various heights, and at the other end we fastened a Tieman dynamometer. From the dynamometer we ran cables with two sets of handles, also adjustable for length. When we test arm and shoulder girdle strength, the subject stands with his chest against the pad, grasps the handles, which the operator adjusts until the chain is taut, and then pulls. The operator reads the "pulling" score direct from the dynamometer and records it on the card.

Next, the subject stands with his back against the pad and grasps the other set of handles, with the longer cables. His arms are bent to a 45-degree angle at the elbows, the cables adjusted until taut, and he extends his arms against the machine. The operator again reads the dynamometer and records "pushing" score. In computing strength indices by this revised method, we simply add

1. lung capacity
2. right and left grip scores
3. back lift
4. leg lift
5. arm and shoulder girdle pushing score
6. arm and shoulder girdle pulling score

Inasmuch as body weight and the length of body levers do not enter into the arm and shoulder girdle strength test when using this apparatus, no computations for weighting by formula are necessary.

The revised strength index found according to the above directions is compared with a revised norm, in the same manner as in Rogers' original battery to give the Physical Fitness Index.

Another general measure of physical condition which is being used along with the Physical Fitness Index is the weight-height survey. Every pupil is carefully weighed and measured and his actual weight for height, age, and type is compared with a norm. The discrepancy, if any, is expressed in percentage above or below the norm. Thus, if a boy who weighs eighty pounds at a given age and height, has a norm of one hundred pounds, he would be 20 per cent underweight.

AT THIS point I should like to issue a warning to all physical educators, relating to the interpretations which they may make as a result of physical fitness, or height-weight surveys. A low Physical Fitness Index is a condition; and 20 per cent underweight is a condition. Neither condition constitutes a diagnosis nor a cause—both are results. It is our job to find out why the Physical Fitness Index is forty-one and why the pupil is 20 per cent underweight and to make a sincere attempt to remedy the cause, once we have located it.

It may be that the pupil is underweight because of fatigue, which is caused by flat feet, which in turn are being caused by improper shoes. It is our job to correct the shoes and strengthen the feet, thereby relieving the fatigue and eventually helping the child to approximate his weight norm.

Let us take the case of a low Physical Fitness Index. On a survey several years ago, we found a boy with a low Physical Fitness Index. He was fourteen years of age, markedly underweight, and in poor physical condition. He passed through the routine school medical inspection with no defects discovered other than his being underweight. He was next given a thorough stripped examination by two physicians, and still no defects were discovered.

The continued low Physical Fitness Index led me to maintain considerable interest in the case. The boy ate well, went to bed early enough, had apparently established good health habits, but still did not develop as he should. Conversation developed the fact that he was not sleeping at night even though he went to bed. Further conversation brought out the fact that he was bothered with an earache that kept him awake. This

(Continued on Page 62)

[3] For details of Rogers' battery see F. R. Rogers, *Test and Measurement Programs in the Redirection of Physical Education.* New York: Columbia University Press, 1927.

The Journal of
HEALTH and PHYSICAL
EDUCATION

Published by the
AMERICAN PHYSICAL EDUCATION ASSOCIATION
at Ann Arbor, Michigan

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Vol. IV October, 1933 Number 8

Versatility of Teaching Interests

MANY physical education teachers are beginning their work this fall with the prospect of having also to teach academic subjects, often in fields in which they do not feel especially prepared or interested. Many teachers are discouraged with this outlook; but there are others who feel that this seemingly makeshift arrangement not only permits them to hold a job at the immediate time but, in the long run, holds forth the prospect of definite gains.

The ability of physical education teachers to teach other subjects adequately has in many cases enabled a school to retain a physical education program which might otherwise have been lost completely because of budgets curtailed to the point where it was impossible to maintain a specialist for any one subject. From this standpoint a gain has been salvaged out of what would have been a complete loss. The important thing is that the program has been held. The teacher involved, too, has saved a position for himself or herself through versatility of teaching ability and through adaptability to meet an unexpected situation.

The present educational emergency gives clear evidence that too specialized an educational training presents aspects of uncertainty to the teacher in the public schools and the small colleges—in fact, the smaller school everywhere—and to other teachers as well as those in our own field. There are many teacher-training institutions which have already recognized the responsibility of preparing their graduates so that they can adapt themselves to the changed teaching situation.

These comments by no means decry the advantages of a complete professional training in physical education work. In the large schools and departments there will always be need for as specialized a training as can be obtained and the Master's and Doctorate work is now readily available to give this preparation. But schools preparing undergraduate students in the physical education field do not know in advance which graduates are to be located in the various types of positions. It behooves them, therefore, to be fair to their graduates by insuring their adaptability to teach a secondary subject or a combination of subjects if the demand arises. The timeliness of this change in policy in teacher-preparation is evident from the results of three recent state surveys whose findings are reported in the current October issue of the *Research Quarterly*.

A fact brought out by these studies is that the smaller the school, the less likelihood there is of a teacher handling physical education alone. Inasmuch as over one-half of the high schools of the United States have less than one hundred enrollment, it becomes clear that there will be only a few of the graduating students who will be able to teach solely in one field. Placement in a small school system is even more certain in the face of the fact that it is increasingly becoming more difficult for the inexperienced teacher to get into the larger city systems. More and more the large cities are setting up restrictions demanding a certain number of years of teaching experience from candidates applying for positions. Inexperienced teachers, of necessity, therefore, must turn to the small communities to obtain this experience and, as explained before, the smaller communities demand combinations of teaching subjects which may, in extreme instances, run as high as four or five in number.

In facing a situation that seems obvious, the chances are in favor of improving the status of physical education by training its teachers to handle other subjects capably. In the past the principal of the small high school usually made it a practice to assign the physical education program to one of the academic teachers instead of hiring a special physical education teacher. This meant that a teacher of mathematics, history, and English, for example, would also be attempting to teach physical education to the best of his ability. Even today, this is common practice, and owing to the depression and the present economic emergency, it will become increasingly so unless the teacher-training institutions see that the situation is reversed. By training their students to handle the academic subjects as well as physical education, they will be making it more possible for the physical education departments of small schools to be in the hands of a person trained in the field. It does not take much argument to show that it is better to have a teacher with a physical education major and other necessary minors in charge of the physical education program, than to have a teacher with an academic major and a physical education minor.

There is another aspect to the present emergency situation. Physical education can no longer be considered a special subject when its teachers are not set completely apart from academic teaching. Teachers in other fields carry combinations of work and with physical education teachers similarly engaged, the work will come to be an integral part of the teaching curriculum instead of remaining as a department unto itself. With teachers having common interests with other teachers, the handicaps of "special subject" and "extra-curricular activity" should in the course of time disappear. It seems certain that the closer relationships of the physical education teacher with the general teaching staff will give both a broader conception of the whole program of education.

Chicago Restores Physical Education

LAST summer, when the news of the Chicago school debacle was circulated over the entire country in big headlines, and physical education was included as one of the subjects listed for dismissal, it seemed only too unfortunately obvious that an immense amount of harm would be done elsewhere by this drastic action and its consequent widespread publicity. It seemed inescapable that other communities, looking about for ways to reduce the school budgets, would be influenced by this action and would unthinkingly accept these backward policies as economy measures which they themselves might adopt. It was evident that the Chicago action could be used as an argument against the pleas of the many well-posted parents and citizens who conscientiously were striving to make economies which would not strike at the heart of the modern program of American education.

News is now forthcoming from the city of Chicago, however, which will refute arguments based upon its action last summer. Chicago has restored its physical education program—thus following the action of certain other cities that have attempted to make economies in this direction. No one doubts the need for economies; but far-thinking educators and citizens doubt that the way to make these economies is by crippling or eliminating those subjects that are best equipped to help students meet the problems they will have to face in their own generation. Educators cannot pass by these subjects without turning their backs upon the accepted present day philosophy of education. Nor can the great mass of citizens, who by their own volition have consented to the most daring and radical social and economic experiments of government, be blind to the fact that this is no time to be placing sole dependence upon old-fashioned methods in education. It is impossible to reconcile progressive governmental action with ultra-conservative educational progress—unless the great American tradition of popular education is to be consigned to the past.

The menace of the present educational retrenchments is not so attributable to the depression in itself as it is to the habitual enemies of the school. Their destructive activities are strongly denounced in an editorial, "The Raid on the School," in the October issue of the *Woman's Home Companion*. In part it states:

"Worse yet, the economies necessary now because of the depression are putting damaging ideas into the minds of habitual enemies of the schools. Short-sighted selfish taxpayers are only too glad at any time to see school budgets slashed. Many believe that they can hold expenditures down to the new level even after prosperity returns. 'Fads and Frills' as they call them, can fortunately be cut out now, never to be restored. So under the plea of retrenchment many a community is in danger of being robbed of the educational gains of a decade."

In such a situation it behooves each parent to study his children's needs for the future and to demand an education that prepares to meet these needs. The old education of pioneer times will no longer even begin to suffice. There must be preparation for a more social concept of life, for cooperation in a crowded existence, for long hours of leisure, and for establishment of health habits. The criterions of success in the future will include a healthy life and a life of happy activity as well as financial gain.

Such a concept of the meaning of modern education has evidently been forced upon the Chicago School Board by an aroused body of parents and educators. A more complete story of the victory at Chicago is given on the J. E. Rogers page of this issue. It should have a beneficial effect upon the morale of physical education teachers throughout the country. A trench lost has been regained. While physical education has been engaged in the severest struggle along the educational front, it has held. Whereas disgruntled taxpayers with no interest in schools have considered it a frill, parents have proven that for them it is one of the most important educational tools in preparing their children for a healthy, enriched, happy, and successful life. It is an astounding truth that not a single state has repealed its physical education law. Leaders in many states are writing that they are not slackening their efforts but are organizing more strongly than ever to win the confidence and support of the communities in which their physical education program exists. Through the abilities and worth of the teachers of the program and through the results of its values as demonstrated to parents in their children will physical education continue to hold its importance in the educational family.

Two Important Monographs

THE leading article in last month's issue of the JOURNAL gave a brief summary of the National Survey of Education so recently completed. The main findings are reported, particularly those pertaining to our own special field. It is urged, however, that the readers should not be content with this summary, admirable as it is. Its interesting statements should incite interest in procuring the two monographs which have particular bearing on our work. These are Monograph No. 27, *Intramural and Interscholastic Athletics,* and Monograph No. 28, *Health and Physical Education*. Each monograph is a small book in size and may be obtained from the United States Government Printing Office, Washington, D.C., for the nominal price of ten cents.

A careful reading of these two monographs leaves one deeply impressed with the work of the members of the staff who conducted the respective surveys and compiled their findings. The analysis of these findings is remarkably keen and dispassionate. The writers, although not themselves physical education teachers, display a friendly attitude toward the athletic and physical education program and wherever controversial issues are at stake, discuss both sides with fairness. The whole treatment is clear and constructive and every teacher interested in problems of health, required physical education, interscholastic athletics, and intramural athletics should by all means take advantage of the opportunity to secure, practically free, two studies showing the actual practices and trends taking place in progressive schools throughout the country.

Objectives of Rhythmic Activities for Boys

By

EMIL RATH

President, Normal College of the American Gymnastic Union, Indianapolis, Indiana

WHEN one surveys casually the social life of communities to observe the interest manifested in rhythmic activities, the first impression is that not much is shown.* However, a questionnaire sent to directors of several athletic clubs and a canvass of dancing studios in Indianapolis convinced me that the group who engage in rhythmics is by no means a small minority. The athletic club questionnaire, reaching only men of mature years, dealt with a choice of activities. Strange as it may seem, the choice indoor activity was some form of rhythmic free exercise. Volleyball was a close second. Here were college graduates (they were in the majority) and non-college men expressing themselves in favor of rhythmic free exercises.

Incidentally, it appears that the activity best liked by adults attending an athletic club gymnasium will depend partly on the one the teacher stresses and can do well. A poor teacher of the rhythmic free exercises will not create a proper appreciation of these. That, too, was evident from the returned questionnaires. However, I do not wish to report on this questionnaire at present for that investigation has not been completed. It is merely mentioned to show that a form of rhythmic activity, if correctly presented, is enjoyed by many adults.

In canvassing the city of Indianapolis I found that a large number of boys, ten years old and over attended dancing classes. This does not include the many young men who attend social dances. Naturally, it is not the love for rhythmic motion alone that prompts young men to attend these dances, but I do believe it is a large factor.

The favor that rhythmic activities have found in the boys' classes of many associations fostering physical education, the interest Normal College men take in the work, and the success of our recent graduates in teaching this work to high school boys, convinces me that rhythmic training in its various forms should receive consideration in a physical education program. These observations have awakened in me the hope that I might convince some of my younger colleagues, not yet familiar with it, to study this class of activities, learn to teach it, and include it in their programs.

Before going further, I should, perhaps, define the term rhythmic education. By it I mean the mind-body control gained through development of the sense of rhythm, and the development of the ability to make rhythmic adjustments in school and in other social situations. Rhythmic activities are those that possess the characteristics of rhythm,[1] and are performable in sequences of rhythmic units. They involve stationary and locomotor types. Rhythmic activities supply a need not contained in any of the other activities of boys but they serve also as a means to produce outcomes similar to those of other work. Such overlapping, however, cannot be avoided because we are dealing with the human body and it will be affected, although in varying degrees, by whatever activities it performs. Rhythmic activities are used to obtain the following objectives and outcomes:

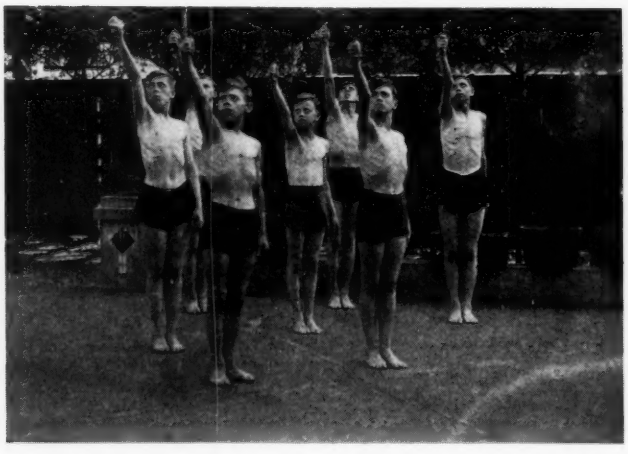
1. To make possible the development of the sense of rhythm by diminishing and removing inhibitions, by conditioning the body, and by developing the harmonious rhythmic interplay of body parts.

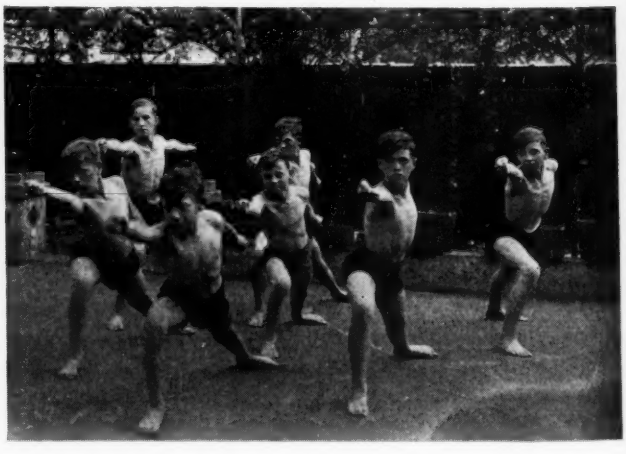
2. To cultivate the rhythmic sense and rhythmic con-

* A paper presented before the American Physical Education Association Convention, April, 1933, at Louisville, Kentucky.

[1] Emil Rath. "Polyrhythmic Gymnastics," *Research Quarterly of the A. P. E. A.* (March, 1930).

A Class of Boys Engaged in A Group Movement, "The Fencers"





trol so that the body moves rhythmically and easily in activities of daily life, in work, and in recreation, and can make rhythmic adjustments. This is being neglected in the education of boys after grade six. At least the state and city syllabi I examined do not mention any activity for grades above the sixth that might produce this result. The development of the rhythmic sense and of rhythmic control is especially confined to rhythmic training.

3. To develop group action through individual cooperation.

4. To offer opportunities for the growth and expression of individuality in rhythmic work.

5. To develop an appreciation of the beautiful in form and movement as seen in artistic creations.

6. To lay a foundation for participation in rhythmic recreation of child and adult life. Because of their automatic nature, because of the joy they produce, and because of their rhythmic flow they also serve immediate recreational purposes. Body and mind are refreshed.

7. To strengthen bodily organs, to improve physiological functions and powers of coordination. This work can be made to aid in making pupils physically fit.

The *first* objective may be summed up in the words "bodily preparation" for the work. This is necessary if the best results are to be obtained from rhythmic activities. Owing to our artificial mode of living the need for this preparation is found in most boys over ten years of age. It cannot be expected to grow out of the practice of rhythmic compositions or their component parts because this practice is limited in variety and nature of activities. Furthermore, expression through rhythmic movements is hampered by tight and shortened tissues, general lack of suppleness and strength, and by the inability to make movements of the organism-as-a-whole flow into harmonious action. Bodily preparation producing a smoothly functioning organism is essential, therefore.

The *second* objective would achieve the cultivation of the rhythmic sense and rhythmic control. The activities chosen to attain it should be built on the foundation laid in grades one-six. A type of work suitable for boys in the higher grades needs to be selected. There is no reason why this phase of education should stop when the boy approaches the threshold of adolescence. The years ahead demand such training more than ever, for awkwardness is one of the outstanding characteristics of early adolescence.

Rhythmic education, with its preparatory lead-up work and by virtue of its varied and numerous activities, is more effective in preventing awkwardness than is any other activity. It makes for poise and suppleness and frees the body from the effects of self-consciousness. Manifold motor habits and movement combinations are built. Rhythmic education literally integrates the vast human network of neurones into multitudinous forms of action patterns. These are broad assertions but they are not suddenly formed conclusions but are based on years of observation. Of course, I have a certain kind of rhythmic education in mind when I thus express myself. Obviously, it must be varied and broad in scope.

By giving pupils problems to solve requiring dexterous handling of the body, and by guiding the performance according to rhythmic principles,[2] the sense of rhythm grows.

Rhythmic control is developed by the individual's efforts to adjust himself (1) to the general activities of the group, (2) to some kind of musical or sound instrument, and (3) to group action in the form of some rhythmic composition. The first two forms are simple and occur in the usual practice period. The latter form of adjustment is complex and difficult. The class should work out a composition as early as possible in its training. It involves (1) adjustment to some of the members of the group or to all of them depending on the composition, (2) listening to the music and noting the phrases indicating changes in the action of the group, and (3) keeping time and tempo by accurately timing movements in their relation to notes, all of which increases ability in adjustment. There are many other things involved which, however, need not be mentioned here. The complexities and the difficulties the learner meets in such group compositions are often not recognized and efforts to teach compositions result in failure.

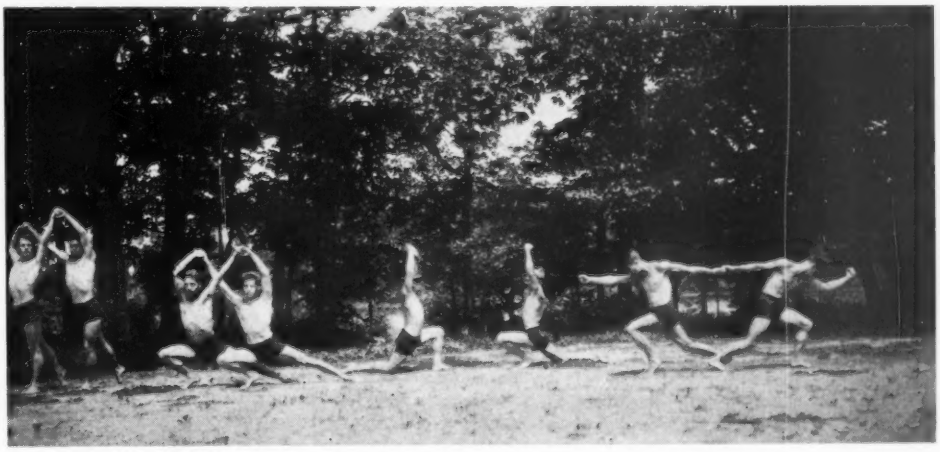
Moreover, attempts to teach rhythmic activities without preparation and without understanding them and the methods involved are sure to result in failure. This failure is then often blamed on the dislike of children for the work.

Thus, the rhythmic sense and the rhythmic adjustment is the outcome of much practice and of new movements and combinations passing from an arhythmic form and conscious effort to an automatic rhythmic performance and into the subconscious mind. Education of this kind is not given children by any other activity.

The *third* objective is to develop group action through cooperation of individuals. This form of group action is distinctly peculiar to group activities of this nature and is

[2] Emil Rath, *op. cit.*

Camp Provides an Attractive Setting for Teaching Rhythm



quite different from the cooperation developed in team games. It resembles more the mutual helpfulness occurring in squad work.

Group work performed in rhythm unifies the participants. They acquire the feeling of being a part of a whole and that the individual's performance is necessary for the success of the whole. This occurs in motor chorus work and in all group movements which are part of, or grow out of, the practice of rhythmics. This kind of cooperation and group action is similar to that needed in social and civic undertakings.

Apparently this kind of cooperation appears not unlike that found in the team work of organized games. But upon examination it will be found fundamentally different as far as its purpose is concerned. The significance of this difference is found in its influence on social behavior.

Team play is perfected for the purpose of overcoming an opponent, for winning games, to achieve a greater score than the adversary and consequently a victory. The competitive spirit can express itself in no other way in group action. It has the essence of the primitive combat. Civilizations owe their development to this fighting tendency, but they may likewise owe their doom to it. Some thinkers maintain that the present generation is confronted with the question, "Will Western civilization enhance its own destruction because of its worship of the competitive spirit or delay its doom and probably divert it, as some of our philosophers hope, by replacing competition with cooperation?" Dr. John Dewey and Bertrand Russell have lately emphasized the great need of cooperation, national and international, to prevent the decline of our civilization.

Do not regard these remarks as an argument against competition and team games. I would not be without them. The competitive and particularly the pugnacious tendency must be developed. The latter is of great value in life. Nor am I convinced that our philosophers are right. Team games have many bad and also many good features. We shall not discuss them here. But there has been an overemphasis of the competitive *motif* in physical education for boys, and also girls, which should be balanced by participation in activities which counteract this. Rhythmic education can serve this purpose.

But one motive underlies rhythmic group action and that is to make the ensemble performance as perfect as possible. The individual feels this and loses himself in the undertaking. It is of the spirit of the creative artist; to produce something worth while that will give pleasure to all participants and to all observers. Identically the essence of a noble community undertaking!

The *fourth* objective maintains that rhythmic education offers opportunities for growth and expression of individuality. The pupil expresses himself by means of bodily movements in a manner peculiar to himself. This is possible because the form of execution is not restricted. Individuality is manifested in the way a boy plays a game, in the way he performs in competitive events, in the manner in which he attacks difficult stunts in tumbling or on apparatus, in short, in his overt behavior. It is the expression of the mind through bodily action. Rhythmic training's emphasis on bodily education therefore enhances the potential power for expressing one's self in one's own peculiar way and thus emphasizes individuality. Rugg has said that "individuality is the integration of a wide range of rhythmic activities."[3] There is no class of activities that contributes as much toward growth of individuality in this sense as rhythmic education because there is no other single class that has as varied a repertoire of movements.

The *fifth* objective is "to develop an appreciation of beauty in form and movement." The instructor grasps opportunities to point out the artistic aspects of motion and position. He builds positions that artistic appearances and trains the eye to see beauty. Many occasions for this arise in rhythmics for the boy and it will add to the richness of his living.

The *sixth* objective deals with the recreational values that grow out of the practice of rhythmic activities. The swinging rhythmic flow of movements creates the feeling of joy because the movements are automatic in nature. They serve an immediate recreational value. In a carefully conducted study on some thousand Berlin school children Sippel found improved mental functioning after a thirty minute physical education lesson.[4] He laid it to the joy produced by the work and to the stimulation of the psychological functions. Rhythmic free exercises formed only a part of the work but contributed to the total result.

The *last* objective deals with the biological values that children and youth obtain from the practice of this work. The entire body musculature is strengthened; the circulatory, respiratory, and glandular functions are stimulated, often vigorously, producing conditions favorable for growth. Innumerable action patterns are laid down in the neuro-muscular system making the body a responsive instrument, plastic, capable of adjustment to a large variety of situations, and with speed and accuracy.

Such training lays the foundation for sport plasticity, if I may use that term to express the ability to readily learn a new sport. The "physically illiterate" individual is at the other end of the scale. Lacking this foundation he will have difficulty learning a new sport. Between the two extremes lies the mass. Those trained in rhythmics will possess many action patterns which, though they may lie dormant through neglect, are readily revived and will further the learning of new activities.

We need a liberal education of the body, and rhythmic

(Continued on Page 58)

[3] H. Rugg and Ann Shumaker. *The Child Centered School*, p. 165. Chicago, Ill.: World Book Co.

[4] Dr. Hans Sippel, *Leibesuebungen und geistige Leistung*. Berlin: Weidmannsche Buchhandlung.

Motivation of Child Interest

In Corrective Physical Education in Elementary Schools

By

MARGARET CARVER

Instructor Corrective Physical Education, Pasadena Elementary Schools, California,

With a Foreword by Claire Colestock, Assistant Director, Department of Physical Education, Pasadena City Schools, California

Introductory Statement—Organization of Corrective Classes

THE organization of corrective classes in the elementary school presents a problem. In the secondary school a trained physical education teacher is assigned to teach the corrective classes. The classroom teacher also should be trained to teach activities to improve the posture of all boys and girls and to help the boys and girls who need special care because of lack of understanding of the correct position or this lack of ability to hold the correct position. One type of organization to assist and supplement the work of the classroom teacher is suggested:

A trained physical education teacher is assigned as a demonstration teacher or as an assistant supervisor to eight or ten elementary schools. With an assignment of ten schools this individual can spend one half day a week in each school. Classes in posture training or in corrective physical education in first, second, and third grades are scheduled for from twenty- to thirty-minute periods. These classes are small, six or eight in a group. The corrective teacher meets this group once a week. This period of physical education is in addition to the regular twenty-minute physical education period required by law (in California) and which is under the direction of the classroom teacher, or it may be in addition to a twenty-minute rest period for children who need rest because of mal-nourishment, illness, etc.

The upper grades, including the fourth, fifth, and sixth, are organized in squads for their physical education time. The ten or fifteen girls most needing posture training are placed in one squad; the boys most needing posture training in another. An upper grade teacher is assigned to each of the four groups: girls' corrective, boys' corrective, girls' regular, and boys' regular. The corrective squads meet for posture work three times a week and for rhythms and games the other two days. The visiting teacher has a schedule whereby she meets each group, corrective and regular, at least once a month. The daily work is carried on by the grade teacher with the visiting physical education teacher assisting her with the problems of classification, motivation, and special cases. The visiting teacher makes out the corrective cards and assigns the exercises to meet the individual needs and gives demonstration lessons when it seems advisable. Under this plan when the actual daily routine is in the hands of the classroom teacher, the physical education teacher is able to direct the work and at the same time reach many individuals in different schools.

In the corrective classes in grades one through six, children may be *recommended* for the class by principal, teacher, nurse, or parent; they may be *assigned* to the class by the examining physician or supervisor.

To be effective the organization of posture instruction in the elementary school should include the classroom teacher, the trained physical education teacher, the supervisor, and the orthopaedic consultant.

One of the most significant problems in the organization of the program at the elementary school level is pupil interest and motivation. So many requests have come to me from students in university classes and from teachers throughout the country for more suggestions and game material—with corrective value for young children—that I suggest the publication of the material presented by Miss Margaret Carver, teacher, Elementary Schools, Pasadena, California, in the JOURNAL OF HEALTH AND PHYSICAL EDUCATION. Miss Carver makes many valuable suggestions for motivation and methods of instruction. She outlines practical and interesting materials to be used in presenting posture training instruction to young children.—By *Claire Colestock.*

Understanding and Appreciation of Corrective

IN CORRECTIVE more than in any other division of physical education is it important to secure the cooperation and intelligent interest of the child. Games, apparatus, and other physical education activities are within his comprehension and hold his interest. He understands their immediate purpose and is stimulated by the activity and game or dramatic idea. On the other hand children are assigned to corrective and required to perform exercises not of their choice nor of their understanding and with no connection with their everyday world. And certainly no one could call the exercise "curl toes" stimulating or satisfying, physically or dramatically.

With very small children of kindergarten, first, and some second grades, the game idea is the best method of presenting the corrective material. They enjoy being birds, rabbits, and kittens and they accept the idea purely as dramatic play.

The second and third grades present the greatest problem. They are too wise to accept the dramatic disguise

and not wise enough to understand the purpose of corrective work. Often the home is antagonistic or passive and the child becomes a problem in the group. These children need a special knowledge of the physical defects checked against them. As most children are eye-minded, pictures and posters will serve as the most effective means of showing the difference in good and poor posture. The children are immediately interested in "excellent, good, poor, and fair" posture as pictured in the chart, and start comparing themselves with the silhouettes.

Children can recognize faulty anterior posterior deviations to a certain degree, but it is difficult for them to see the differences in feet. This was a third grader's idea of corrective physical education. "What am I here for anyway? My feet are just the way I want them. If it is to help me to run faster, I am the fastest runner in my class now." This child at first would not be convinced, but pictures and an explanation of the arch and of how it was held, changed his antagonistic attitude. As third grade children are at the "in-between" age, discipline may become a factor. The first solution is to give the child the proper understanding and appreciation of corrective work in order to create the right attitude in the group. Songs to exercises work wonders in keeping the group unified, and working. Rhythm and the spirit of play prevent problems in discipline. Interest exercises, such as, stall bars, balance boards, and skill exercises are challenging.

Contact with Parents

Without the cooperation of the home, accomplishment is limited. Ideally, every mother should visit the class exercises, know the situation, know the home exercises that are given, and help carry them out at home. The best that can be done in public schools is to send home by each child an invitation to the parents to visit the group, with an explanation of the purpose of the class. The parents as well as the individual must be convinced that work is valuable for the child, with an understanding of the problem and what improvement may be hoped for.

Working Conditions

Good physical conditions also make their contribution to a successful corrective physical education program. Better work can be done in a room used for corrective work exclusively. This room should be light, well ventilated, and equipped with corrective materials and apparatus only. It is very distracting to pupils and teachers to use a room equipped as a library, store room, or rest room. The interest of the child is easily diverted from his work by pictures, desks, books, and equipment in the room. In addition, rooms used for other purposes are apt to be visited by other pupils and teachers, thus distracting the children and minimizing the amount of work and value.

It is possible to carry on an educational program in an unequipped room. However, the more facilities there are, the greater are the opportunities for correction. In Drew's *Individual Gymnastics* the following list is given. "The minimum equipment, however, should include one horizontal bar adjustable to different heights; several heavy mats; stall bars and benches; a narrow plinth; and a few wands and dumb-bells of various weights. Valuable adjuncts for training in muscle control are mirrors adjusted at right angles, permitting observation of the figure from the front, back, and side. These mirrors are especially useful in the correction of posture. The ideal arrangement is to have a central mirror fixed to the wall, with a hinged mirror of the same size attached to each side, which may be adjusted at all angles; but a less expensive way is to fix two mirrors at right angles in a corner and use a full-length dressing mirror in addition, which can be moved about easily to accomplish the desired result." For elementary children it is very possible to have equipment to the point of distraction. Wands and dumb-bells require a special skill and are apt to detract from the true purpose of the exercise. Also, the exercises have little carry-over value and cannot be done at home. Mirrors, especially the two-wing mirror described, and the plinth or a table are very important. With the plinth the teacher can take one child at a time and be sure he understands the exercise perfectly. The only other substitute is for the teacher to crawl on hands and knees from one pupil to another.

Instruction posters and pictures attract and interest the children and improve the attitude toward corrective work. They compare their own and classmates' postures with the standards. As they come to be more critical of their own and others' postures, their understanding and appreciation grows. A manifestation of this lies in the fact that the children are always bringing in other children and explaining, "I brought Johnnie in because his ankle bones stick out." "Look at the big hole in Mary's back." Several members were grouped about a poster of "Posture Standards for Girls," while a third grade boy sat apart and asked, "Why don't they ever make any posture posters of boys?" He was interested in posture, not subjectively, but on how he would line up on a boy's posture chart.

Definite Projects to Show Skill and Improvement

The child is in corrective to learn an adult viewpoint of posture. Positions comfortable and beautiful to the child are unimportant and not considered by adults. For this reason it is difficult for him to learn the use of the muscles directly concerned in holding the body erect so that proper carriage may become voluntary. As improvement in posture is in itself immediately satisfying only to the teacher, definite projects and exercises which test the skill of the individual are listed below. When a child actually feels his back touch the wall he is a great deal more positive of his improvement than he would be with only a teacher's approval, valuable as it is. He has something tangible that he can hold onto as an actual mark of ability and progress.

The following are exercises in which the child can have a definite feeling of accomplishment.

1. **Foot Exercise.**—Make a cave with and without toes curled. Curl toes, outer border of feet on floor, pull up on arches, making an opening or cave.

2. **Foot Exercise.**—In sitting and backward lying positions, make a hole with the feet by putting heels together and curling toes under and making them touch. In sitting position the heels should remain on the floor with the toes lifted. In the lying

position the knees should be spread and raised to the chest.

3. **Low Back and Abdomen.**—Back flattening against the wall. The final test should be: heels about six inches from the wall, entire spine touching the wall, except at the neck where there should be room for two or three fingers only.

4. **Foot Exercise.**—Hold marble or jack in toes and carry it any specified distance. Try carrying two. Try carrying one in each foot.

5. **General Posture.**—Carry a block on the head without dropping it.

6. **Foot Exercise.**—Hook lying position. Place one foot over on opposite knee and turn foot in order to see entire bottom of foot. Toes curled and foot held in inversion, ankle bent upward.

7. **Stretch Tendo Achillis.**—Standing position. Touch floor without bending knees.

8. **Low Back and Abdomen.**—Hanging from stall bars. Have feet together, knees bent and apart. Bring knees to chest until entire back touches the bars.

9. **Trunk.**—Cross sit, hands on hips. Turn and see in back. Trunk twisting in sitting position gives support for low back.

10. **Stretch Tendo Achillis and Foot Corrections.**—Hook lying. Stretch legs upward keeping extended knee straight, toes curled, and bend ankles towards body.

Records

Of primary interest is the corrective card. This serves as a permanent record, showing the improvement made at different intervals. The fifth and sixth grade boys and girls should be familiar with the checks on their cards and strive definitely to remove them.

Picture records such as snap shots and tracings prove of very great interest. While a foot tracing in itself means nothing to the child, the individual record taken for purposes of comparison for improvement is stimulating. A snap is a great event for the younger children, and they become immediately conscious of their task. A comparison picture is well within the experience of the children and assumes a new and vital interest if the individual pictured is known to them, or is of their school.

Most charts are a purely mechanical means whereby the teacher hopes to gain better and more exacting work from the child. The number of checks have little or no relation to the amount of enthusiasm, actual understanding, and improvement of the child. This type of securing interest is contrasted with the above where the child is not objectively interested in a checking system, but in himself and the posture of other children of his age. This idea of accumulating checks, coloring petals on a picture flower, and covering distances in airplane and auto races is superimposed on the child by the home, school, and society. This is demonstrated in the fact that children of foreign parentage do not understand and are not interested in our institution of awards.

Games

1. **Reference.**—(See *Corrective Physical Education for Groups* by Lowman, Colestock, and Cooper.) In this book on page 444 is a long list of games with corrective elements suitable for corrective classes.

2. **Shoe Race.**—Children in class each take one shoe and place it in a row. At a certain distance from the shoes are jacks and marbles and chalk. These count respectively one point, two points, and three points. The children try to carry the jacks, marbles, and chalk from a designated spot to their shoes with their toes. The child with the highest score is the winner. The only rules are that hands cannot be used and children must walk, not hop.

3. **Relay.**—Two teams in simple relay formation. Carry a marble in each foot and return.

4. **Team Race.**—Two teams, each with a home circle. Jacks are midway between the two circles. At a signal both teams try to carry the jacks to their home circle. The team securing the largest number wins.

5. **Foot Throw.**—A target is placed on the blackboard, marked 5, 10, 15, or 1, 2, 3. With side to wall throw chalk with toes toward target using foot most removed. The children take turns and keep score.

6. **Stunt Relay.**—Carry marbles with toes. Put on chair. Stand in best position. Take off marbles with toes and return. Instead of posture, other exercises may be substituted as: touch hands to floor without touching knees, or nose to knee without bending knee.

7. **Posture Board Relays.**

Exercises with Game Element*

1. **Growing Game** (to stretch heel cord).— Lying with hands at side, stretch heels downward on counts 1, 2, 3, 4, 5, and relax. Repeat.

2. **Indian.**—All children walk on a straight line with heads held high.

3. **Block Game** (posture training).—All children place blocks of wood on heads and walk to slow music. Be sure block is on top of head and not to one side.

4. **Jack-in-the-Box** (stretch heel cord).—Stand with feet tight together. Place hands on hips. Bend at ankles and knees keeping feet flat on the floor. Rise without taking feet off the floor. (This will be a more beneficial exercise if the toes are pointed inward.)

5. **Teeter-Totter** (back and chest exercise).—Sitting. Stretch the arms sideward for the teeter. Keep a straight teeter (arms) and a straight post (back). Play teeter.

6. **See Saw.**—Standing, feet apart. Keep arms straight out from the shoulders. Bend body at waist, from side to side.

7. **High Stepping Horses.**—Bring knees up quietly. Put feet back on floor quietly as if running in sawdust. Horses do not need to make a loud noise.

Story Plays

These story plays are applicable to kindergarten and first grade.

1. **Rose Game.**—Children sit cross-legged, hands at back of neck, elbows and head down. Roses start to open, heads go up, elbows back. Now look and see what big roses there are in the garden. Let petals fall off, by dropping the arms. The stems (backs) stay straight.

2. **Hand Game.**—Children sit cross-legged, hands at sides.

"Upon my head my hands I place,
Upon my shoulders,
On my face.
Then I stretch them way up high,
Then I let them softly fly,
Then I tap them 1, 2, 3,
Then I fold them in front of me."

Follow out the action as suggested and keep backs straight all the time. After the verse, see who remembered to sit tall.

3. **Trees.**—Cross sit, hands on hips, swing back and forth from side to side. Now swing forward and back. Be careful not to pull the roots (legs) out and let the tree fall over. Hands on hips and have a whirl wind (trunk circling). Hands high above head for a tall tree and swing from side to side. For a twisting wind, hands on hips, and turn in order to see in back. Watch that the roots stay tightly in the ground.

4. **Rain.**—Down comes the rain. Reach up high and let arms come down softly sideward.

5. **Baby's Ball.**—

"Here's a ball for baby, big and soft and round.
(Cross sit, make hole by putting heels and toes together, knees bent and apart, keep heels on floor and lift toes.)
Here's the baby's hammer, oh, how he can pound.
(Maintain above position, keep heels stationary, and bring front part of foot up and down.)
Here is baby's music, clapping, clapping so.

(Continued on Page 52)

*Sven Lokrantz, *Health Supervision of Kindergarten Children.*

Let the Dance Section Serve You!

By

MARY P. O'DONNELL

Secretary-Editor, Dance Section of the American Physical Education Association

THIS article is written to all active, professional, sustaining, and student members of the American Physical Education Association. For, if you are a member of our national organization, you are also a member of the National Section on Dance. This section is now organized to promote the constructive development of *all* types of dance in education and to provide the leadership essential to the success of such a program. It aims to serve all school levels and all non-school groups as well.

It is pertinent to consider some of the activities of the section during the past year, since these activities have brought it to a point where the gradual achievement of the ambitious aims stated above seems quite possible. First, the Southern District Section was organized; second, *Dancing in Elementary Schools*, the work of the Committee for 1931 and 1932, was published by A. S. Barnes & Company. Part of this material appeared originally in the *Research Quarterly* and therefore the Section on Dance is indebted to the national association for permission to use it. Lastly and perhaps most important, the constitution for the section was drawn up under the chairmanship of Miss Mary Jo Shelly, Columbia University. It was approved by the regional sections as a provisional charter to be tried for a period of two years before permanent adoption.

This constitution provides that future business of the section shall be conducted by an Executive Committee, a Legislative Board, and by service committees.

The Executive Committee consists of the officers of the section and the immediate past national chairman. It will coordinate the work of the section, suggest legislation to the Board, and put into effect the rules and regulations passed by that body.

The Legislative Board is virtually a council of experts in the dance in education with the essential purpose of promoting desirable practice in the field. Since the Board naturally includes all officers and chairmen of the service committees, it is published here so that you may communicate readily with those who hope to serve you. There is one important name just added to the list, that of the treasurer. The section has, as yet, nothing to treasure but high hopes and unbounded enthusiasms. When funds (one of the high hopes) do accrue, they will be turned over to the treasury of the American Physical Education Association, as a separate fund to be known as the Dance Section Fund.

The service committees are four in number: Advisory, Research, Editorial, and Program. They constitute interacting agencies for the continuous field work of the section and are vitally important. They will ascertain and acquaint the Legislative Board with needs in the teaching field and will also evaluate the results of field work. A report of these results will be returned, at least annually, to the secretary and incorporated into the proceedings of the section.

The Advisory Committee will receive and *reply to all queries*. It will analyze and tabulate such queries, thereby serving as the principal survey agency for the section in determining the dance needs of the teacher of physical education. So, unless all of our dance problems are solved, a highly unlikely state in this day of transition and experimentation, you will communicate freely and frequently with Miss Ruth Murray, Detroit Teachers College, Detroit, Michigan.

The Research Committee will serve as a problem-solving agency by suggesting, organizing, and supervising research projects related to practice in the teaching field. It will make direct use of the findings of the Advisory Committee and will connect its activities with those of the Research Section of the American Physical Education Association whenever feasible. At present the chairman has the following tentative research projects under con-

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Research.—Mary J. Shelly, Chairman, New College, Columbia University, New York City.

Editorial.—Mary P. O'Donnell, Chairman, Teachers College, Columbia University, New York City.

Programs.—Emily White, University of Michigan, Ann Arbor, Michigan.

sideration and is eager for any further suggestions.

1. *Survey of personnel* with a view to determining those members of the American Physical Education Association who are most actively interested and engaged in meeting and solving problems in teaching rhythmics.

2. *Development of materials to enrich and facilitate accompaniment.*

a. Phonograph records—recatalogued and issue enlarged to include, among other types, illustrative material for music analysis.

b. Suggestions for aiding accompanists in improvisation.

3. *Analysis of urgent problems in the field* in order to plan connected research projects.

The Editorial Committee will endeavor to supplement existing literature in the field of dance. There will be no regular publication but the section will issue, when appropriate, selected materials from its proceedings, with the advice of the Legislative Board.

The Program Committee will serve as the central program-planning agency by coordinating national and district programs with one another. It will also conduct the program of the annual national meeting. District chairmen will refer their program plans for suggestion and approval to Miss Emily White, Chairman of the Program Committee, who is also national chairman of the section. All programs, district and national, will then be directly related to the continuous field work of the section. What the field work of the section will be, depends in large measure upon you. *Make your needs known.*

To prevent waste of time and effort, the retiring national chairman may recommend the continuance in appointment of any working groups.

This, in brief, is the machinery by which the National Section on Dance hopes to function. You are urgently requested, not only to make use of the services of the section, but also to serve it in turn by sending to the secretary any ideas, suggestions, criticisms favorable or otherwise. The National Section on Dance is young and, though sturdy, needs the help and cooperation of every member of the American Physical Education Association.

Mathias H. Macherey

In Memoriam

News of the death of Mathias H. Macherey, a well-known leader of physical education in Newark, New Jersey, has been sent to the Association offices by Mr. Ernest H. Seibert, his life-long friend. Mr. Seibert also encloses a tribute to Mr. Macherey which was given by Mr. Randall Warden, Director of Physical Education for the Newark Public Schools, and is published below:

IT SEEMS only yesterday it was I met Mathias Macherey when he was a straight and strong young teacher. He was so earnest and fine, and his sprightly step as he walked across the gymnasium floor served as a model bearing for many a worshipping youngster.

I knew him then, as an active turner and instructor of boys and girls whose daily lessons in old Morton Street gave to an earlier group of Newarkers, now successful business men and mothers, the joy and happiness of physical health, the love of play, and the thrill of the folk dance and the old-world Roundels.

Mathias G. Macherey was born in Treves, Germany, in 1870 and was educated in the Progymnasium, Pirmasens, in 1884. He came to this country at the age of twenty and soon began the career which he held steadfastly for the rest of his life.

Self-improvement was his watchword and we find him graduating from the Sargent Normal School of Physical Education in 1910. Thereafter, he took many courses in the Harvard Summer School, at Columbia, and at Chalif's Normal School of Dancing. Not two years ago, he took a course in "Tests and Measurements" at Panzer College in order to work out a plan for our school.

He had held nearly every position available in the Newark Physical Education Department, first as a teacher in the grade schools, then as director of the South Side High School. Later he was chosen as one of the assistant supervisors attached to the Physical Education Department and has served efficiently, and with conspicuous merit, from 1917 until the present time.

Early in his career, he was chosen assistant to the Director of Playgrounds because of his wide and extensive knowledge of games and recreation; and because of his ability to help and encourage inexperienced teachers. For eighteen years, he held this position, helping to make the Newark playgrounds outstanding examples of city-wide recreation.

In 1917-1918, he helped organize the Newark Normal School of Physical Education and Hygiene which was later turned over to Henry Panzer and has since become known as Panzer College.

Mathias H. Macherey was well and extensively known throughout physical education circles. As an author and writer, he had had considerable success and his latest work, in conjunction with John N. Richards, *Pyramids, Illustrated,* was one of the best received books of the year.

He was a member of the Kane Lodge No. 55, of Free and Accepted Masons, the Schoolmen's Club of Newark, the Newark Teachers' Association, the New York Physical Education Teachers' Association, the New Jersey Physical Education Association, the State Teachers' Association, and the American Physical Education Association.

A more kindly, more friendly, or more sympathetic man never lived. He did his good deed for hundreds. Nearly every physical education teacher in Newark has had the advantage of his help and his suggestions. He had the welfare of the children ever uppermost in his mind. I never heard him use a cross word, never saw him lose his temper or criticize anyone in the twenty-three years he was with us. He lived a model of truth, industry, and honesty for children to emulate. In June—

A friend has gone away for a time—
He will find new work on some other shore—
And there among selected souls of honor and renown,
He will find his niche—just as he has before.
Alone he travels on uncharted paths,
Traveling toward that final haven of promise and reward.
I know he will be waiting for us at the landing
When we, too, start out final trek toward God.

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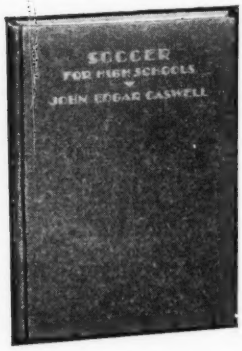

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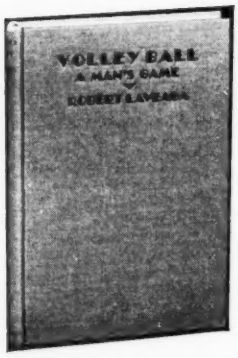

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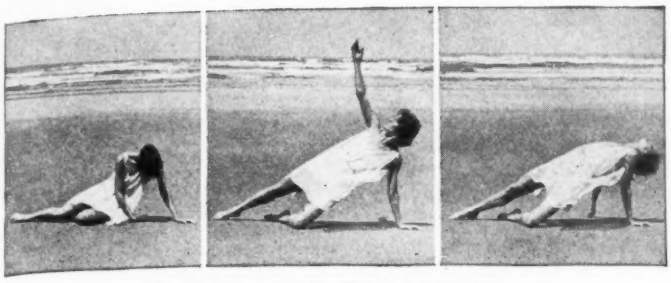

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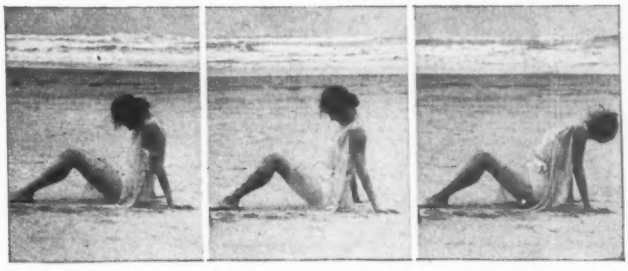

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"In my personal opinion this book is one of the best contributions you have ever made to our field of education. It is excellently done. It covers material which has not been covered before, and it is equally valuable for the trained or untrained teachers of the dance. I would like to congratulate you on being the publisher of this book." *Amy R. Howland, Bates College, Lewiston, Maine.*

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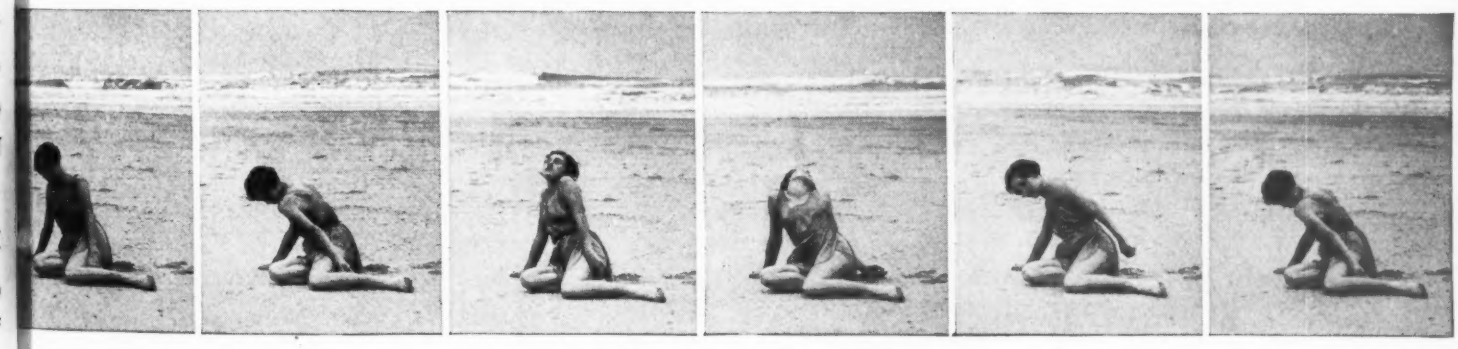

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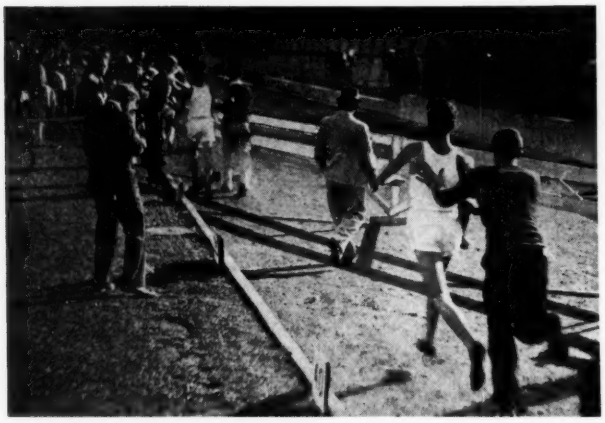


Scoring System *for* Cross-Country

By

LLOYD W. OLDS

Track and Cross-Country Coach, Michigan State Normal College, Ypsilanti

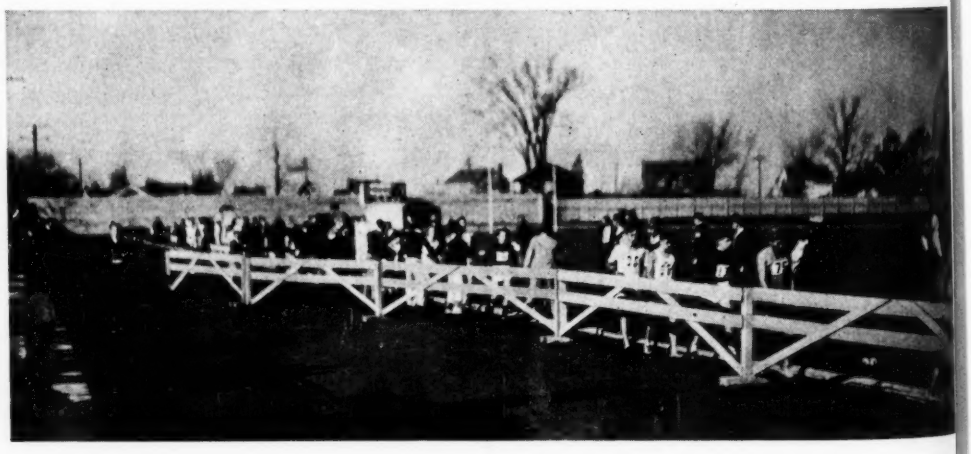
IN VIEW of the fact that all contestants in a cross-country running event participate at the same time and that the entry is usually large, the activity presents a real problem in accurate scoring. It is not only a problem of registering every contestant correctly in the place in which he finishes but also of compiling an accurate team score of all teams entered. The manager of a cross-country run of any magnitude must concentrate on the system of scoring to avoid confusion and mistakes in the final tabulation of all place winners for, although the scoring of cross-country running appears simple enough on the surface, many an organization and manager have come to grief by lack of adequate preparation for scoring this particular athletic event. This is especially true in interscholastic circles where the distance is limited from two to two and a half miles, and where there is a large entry of competitors.

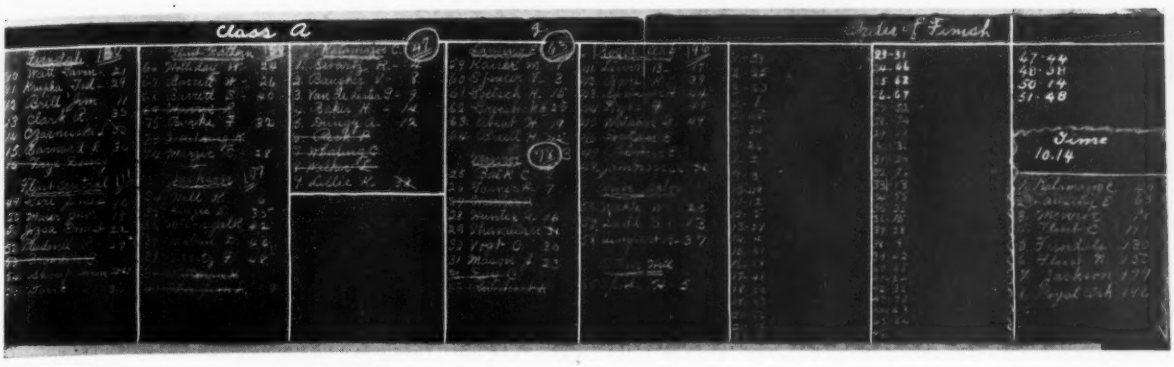
During the past ten years Michigan Normal College has sponsored the State Interscholastic Championship Run. The contestants compete in three divisions with the average yearly entry of seventy-five boys to a division. These boys are the cream of several hundred cross-country runners throughout the state, who have qualified in the various regional runs. Owing to this elimination and to the limited distance of two miles, the field in each division usually is well bunched at the finish and presents a difficult problem in the way of scoring the meet accurately.

The checker system commonly used throughout the country, whereby the assistant scorers rapidly record the numbers of each contestant called by the chief judge of finish as the runners cross the finish line, proves inadequate to cope with this particular situation. Regardless of the fact that the chief judge may have been carefully selected for his experience in this field and his ability to formulate rapid-fire judgment at the tape, and that he has been given the assistance of three efficient scorers, difficulties of inaccuracy are encountered. Contributing to this inaccuracy may be the bunching of athletes at the finish, a broken lead pencil, a lost contestant's number, or a shower of rain. A slight mistake in scoring one man out of his proper place may not be serious in the individual scoring of a large entry, but it plays havoc when it comes to compiling the several team scores.

It was due to these errors that the authorities in charge of the Michigan State Interscholastic Run abandoned the checker system of scoring and adopted the Card Scoring System which is similar to the Disc System used in England, with slight changes to suit the particular situation.

In operating a Place Card System of scoring, it is necessary to erect at the finish line a cone-shaped funnel of movable wooden barrier or fence, built in sections. These sections should be built of light substantial wood, so as to facilitate quick erection and removal by the inspectors from the course when there are two or three separate races to be run. In case of only one race, the funnel may be erected by means of ropes and iron stakes. In general, the mouth or large opening of the funnel should be twenty to twenty-four feet in width, beginning at the finish line and extending thirty-six feet beyond and gradually diminishing in width to a point where it terminates into



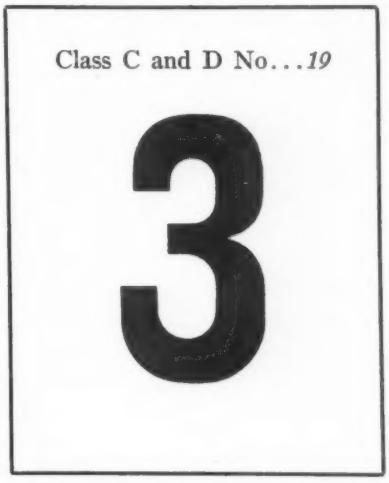


a lane three feet wide and seventy-five feet long. This cone-shaped funnel may be set up in an open field or on the running track. The width of the funnel and length of lane are determined somewhat by the number of entries in the run. The width of the funnel must allow enough room to permit the finishing of several runners in groups, and also to accommodate the assistant judges within the enclosure.

Previous to the start of each race the contestants are informed as to the scoring system and are requested to keep on their feet and to continue on down through the funnel as directed by the assisting judges. Each athlete is given two linen-backed corresponding numbers for the front and back of his shirt respectively, which must be worn during the race in order to assist the judges at the finish. It has been found that linen-backed numbers are the only satisfactory type for cross-country races, as paper numbers will rip off during the course of the run, especially if there happens to be a wind.

The chief judge takes his position on an elevated stand at the finish line, where he can secure an unobstructed view of the runner at the finish. As the contestants cross the finish line, the chief judge calls out in a distinct tone of voice the number appearing upon the chest or back of the runners in the order that they finish. It is then the duty of the ten assistant judges, who have been carefully selected as to their mental and physical reaction, to place the contestants in the order called and escort them on the run down to the smaller end of the funnel which terminates in the narrow lane. This work of the assistant judges of placing the athletes in the proper order and escorting them to the lane is vital to the success of this particular plan of scoring. The assistant judges must keep the contestants moving rapidly down the funnel until they reach the entrance to the lane so as to prevent a jam of athletes in the mouth of funnel. These judges by quick efficient work can keep the funnel clear of contestants thereby always having available two or three of their number to handle incoming runners.

Once the athletes are in the lane, they are allowed to slow down and move forward more leisurely, but are prevented from getting out of order due to the narrowness of the lane and the inspectors placed along the outsides of the fence or barrier. Stationed about half way down the lane is the clerk of course, holding the official place cards numbered from one and upwards, according to the number of runners in the race. He hands the first runner card No. 1, the second runner card No. 2, and so on. After securing his place card, the competitor proceeds onward to the end of the lane, where he surrenders his card to the assistant scorer seated at a table. As the scorer is handed the card by the athlete, he notes the number appearing on the chest or back of the contestant's shirt and records it on the card in a space provided for the same. These place cards are four by six inches, and are consecutively numbered from one upwards, depending on the number of contestants in the race. (See Fig.)



This method of scoring a cross-country race in an orderly and unhurried manner is not only conducive to correct results but has splendid physiological effect on the competitors, as they are not permitted to cease physical exertion abruptly.

To avoid confusion these cards are printed in three colors, and the name of the division, A, B, and C, is printed at the top. When the race is completed, every place card is in its correct order with the contestant's number upon the card representing the place he finished in the race. In other words, as an example, competitor number fifteen finished in seventh place in Class A, all of which would appear on number seventh place card at the completion of the race. A rubber band is slipped around the pack of cards and sent by messenger to the chief scorer located in the scoring room adjacent to the contestants' dressing room.

Official time is successfully taken for the first twenty contestants finishing in each class by two officials assigned to this particular duty. One, by means of a split-second stopwatch calls off the time of each athlete as he crosses the finish line, while the second official records the time in order on the official time sheet for each division.

Previous to the races the scoring room has been set up

(Continued on Page 61)

The Use of Physical Capacity Tests in a Small City System

By

HARRY G. OESTREICH

Physical Director, Public Schools,
Alexandria, Minnesota

THE ROGERS[1] physical capacity tests were selected by the writer as the most practical, useful, and significant means of measuring results in a small city system. While various tests such as motor ability,[2] achievement in specific skills,[3] and others are of value in that they are generally interesting to pupils and aid in better analyzing teaching procedures in certain activities, they fail to tell a story that can be clearly understood or appreciated by the public. This is of particular importance in small cities ranging in size from 3,500 to 20,000 in population, for it is in these communities that the educational significance of our field is least understood.

Several considerations beyond the general one just mentioned seemed to dictate the choice of the Rogers battery. Briefly they were:

1. The demand on the part of the pupils themselves to see some tangible improvement in physical condition as a result of participating in the program. Since the Rogers technique provides a means of securing a precise mathematical score rather easily interpreted, the advantage of these tests appeared obvious.

2. The realization that the instruction must be differentiated, particularly for pupils low in physical fitness, if effective teaching results were to be obtained.

3. A belief that the information yielded by using this battery would tell a more complete story for the amount of time expended than any other test now available. This is, of course, a most important consideration for a director working alone in cities of this size. Subsequent experience with the tests has so far justified this belief.

4. It was felt that the use of precise mechanical means of measurement would prove more interesting to the pupils than any other means.

It is to be recognized in the beginning that the launching of a measurement program in our field is beset with several stubborn obstacles which tend to prevent the attainment of the ideal. This is particularly true in small city systems where the attempt to enrich the curriculum has brought about many problems of administration. So far as physical education is concerned these problems relate most pertinently to the scheduling of pupils for classwork and may be briefly summarized as follows:

1. The old belief that physical education is a *special* department and hence must suffer at the hands of all other so-called *required subjects* when class periods are allotted.

2. Failing or five-subject pupils are hard to locate in their proper groups owing to lack of vacant periods.

3. The five-day school week makes it impossible to get in two or more periods a week in some hour (or period) so that classes could be ideally dovetailed one into the other to avoid conflicts.

4. Where physical education is not compulsory in all the junior and senior high school grades and where athletes are excused for the semester they are out for a sport, the classification by ability is less clearly marked.

It is clear that if physical education is to command proper respect from school administrators, a testing procedure that will scientifically show a basis for the homogenous grouping of pupils is imperative.

Whatever the imperfections may be with the physical capacity tests, our experience with them so far has been most happy. As a result, our school administrators have taken a keen interest in attempting to bring about a more homogenous grouping of pupils according to physical capacity. The interest of the pupils has been increased to the point where few of them attempt to evade the required program.

As a result of administering the physical capacity tests[4], pupils appear for physical education classes as follows:

The P.F.I's of all boys in junior or senior high school are placed in order from low to high. All of those scoring 111 (inclusive) and over are A's; those between 96-110 (inclusive) are B's; and those 95 or below are C's. Their programs are arranged so as to get them into their correct grouping wherever it is possible. This homogenous grouping is later subdivided for class organization on the basis of Strength Index. While our classifications on this basis are not ideal, we hope to refine our procedure as times goes on. However, by groupings already made, a notable improvement in class organization and teaching has been possible. The classification has been brought about by using the data assembled for the tests. This data follows in the next column and shows the status of the pupils before and after classification according to their P.F.I.

When we study this data several points reveal themselves clearly and forcefully. First of all the ranges of ability have been reduced when programs are arranged according to physical ability as contrasted with those made according to grade in school. Such ranges have been reduced in all cases without exception from four to fifty-five P.F.I. points. Secondly, the classes are much more homogenously grouped when physical ability is the standard for grading. It was found that a greater per

[1] F. R. Rogers, *Physical Capacity Tests*. New York: A. S. Barnes & Co., 1931.

[2] D. K. Brace, *Measuring Motor Ability*. New York: A. S. Barnes & Co., 1927.

[3] National Recreation Association, 315 Fourth Ave., New York. National Physical Education Achievement Standards.

[4] Procedure recommended by F. R. Rogers, *Physical Capacity Tests*, New York: A. S. Barnes & Co., 1931, and F. R. Rogers, *Fundamental Administrative Measures in Physical Education*, Boston: Pleiades Co., 1932.

Status Previous to Classification According to P.F.I.							Classification According to P.F.I.							
							Junior High			*Senior High*			FR	
	7	*8*	*9*	*10*	*11*	*12*	*Total*	*High*	*Low*	*7*	*A*	*B*	*C*	
31–40					1		1							1
41–50			1				1							1
51–60														
61–70	1		1		3	1	6		1	1			2	2
71–80	3	1	2	2	5		13		3	3			6	1
81–90	10	4	4	9	1	3	31	4	4	10	6	2	4	1
91–100	5	5	15	6	6	5	42	5	15	5	4	7	6	
101–110	7	9	13	8	8	1	46	16	6	7	5	12		
111–120	5	7	9	7	3	5	36	15		6	11	4		
121–130	2	2	8	6	2	1	21	10		2	1	8		
131–140	1	2		2	3	3	11	2		1	4	4		
141–150					3		3				2	1		
151–160														
161–170														
Totals	34	30	53	40	35	19	211	52	29	35	33	38	18	6
High	137	138	130	140	149	138	149	138	100	137	147	149	95	88
Low	70	72	45	71	38	66	38	83	65	70	85	87	71	39
Range	67	66	85	69	111	72	111	55	45	67	62	62	24	49
Medians	99	108	103	104	117	105	103	111	94	99	111	109	89	69

(Explanation—grade 7 alone was not grouped according to the tests).

cent of the pupils fall in relatively narrow range when the latter procedure is followed, as for example:

By Grades

7th grade	— 65	per cent	fall	between	81–110
8th	"	— 70+	"	"	"	"	91–120
9th	"	— 69+	"	"	"	"	91–120
10th	"	— 57+	"	"	"	"	81–110
11th	"	— 48+	"	"	"	"	91–110
12th	"	— 56+	"	"	"	"	111–140

By P.F.I. Groupings

Jr. H. S. High	— 78+	per cent	fall	between	101–130
Jr. H. S. Low	— 86+	"	"	"	"	81–110
Sr. H. S. A	— 60+	"	"	"	"	81–110
Sr. H. S. B	— 63+	"	"	"	"	101–130
Sr. H. S. C	— 88+	"	"	"	"	71–100

(Senior high school A and B groups show low results because so many athletes who are excused from physical education come from this group and drop out of classes. Then, too, these two classes come at different hours so that adjustment was difficult.)

Still the statistical procedure carries weight in favor of the testing procedure. Again, tests lend themselves to a tangible measurement of progress. Do the pupils advance in physical capacity? Are you raising the general level of the class?

Take the seniors who were tested and compare the medians in the various phases of the test:

	Sept. 1931	*May 1932*	*Sept. 1932*
Age	16 y. 6 m.	16 y. 10 m.	17 y. 3 m.
Weight	127 lbs.	128 lbs.	130 lbs.
Height	68 in.	68 in.	69 in.
Multiplies	21	22	22
Pull-ups	8	9	9
Push-ups	6	6	6
Arm Strength	255	270	336
Lift—leg	490	500	560
Lift—back	260	260	260
Grip—left	99	103	105
Grip—right	104	105	115
Lung capacity	226	240	238
Strength Index	1503	1569	1679
Normal S. I.	1502	1503	1563
Physical Fitness Index	100	104	105

If the results of such comparisons do not satisfy your judgment, you can analyze your program in an effort to find its weaknesses and thus improve its quality and character. This check on teaching methods and program is an invaluable quality of a testing program.

It was found through comparing the test scores with marks given for the various phases of physical education work that in more cases than not, the mark received for some specific activity agrees very closely with the result of the score made in the test. The relation is even greater when the specific element involved in the phase of activity is compared with the individual scored by that element in the test. Students with high leg lift scores jump farther and higher than those who scored lower, and again pupils with higher arm and back strength do better on their work than those with low scores. Such information is valuable to a physical education instructor in planning his program for the year, in determining what type of work a class can assimilate, and what activities need to be stressed.

Other specific values that have accrued from using the testing program up to the present time are worthy of mention.

1. Effect on class organization — organization of squads, use of superior pupils for leaders.
2. Adaptation of program to individual differences—particularly for pupils low in physical fitness (correctives).
3. Use in analyzing individual cases.
4. Use in intramural program.

(Continued on Page 50)

To School Administrators, Professors of Education, and Specialists in Physical and Health Education:

THE Pleiades Company notes with satisfaction the steadily increasing success and prestige of physical educators who have re-directed their programs in accordance with the principles and programs outlined in **Fundamental Administrative Measures in Physical Education** by Frederick Rand Rogers. In these challenging times of New Deals and Codes, it is more important than ever before for educators to do their part; which must mean that objectives be clarified and results be achieved and proved.

Fundamental Administrative Measures in Physical Education is the only text in its special field (and is probably unique in educational literature) which analyzes the relative values of various tests and measures useful to physical educators, and coordinates educational philosophy, classification of pupils, activity programs and measurement of results with the specific physical measurements advised as most appropriate.

If you cannot add this volume to your personal library at once, may we suggest that you recommend it for immediate acquisition by your local school or community library.

Recent Comments on the Measurement Programs Outlined in Frederick Rand Rogers'

Fundamental Administrative Measures in Physical Education

U. S. Department of the Interior, Bulletin, 1932, *No.* 17—*Health Work and Physical Education by P. Roy Brammell*

"Probably the best known tests in the field of physical education are those developed by Frederick Rand Rogers . . . . These measures of physical capacity are considered significant as measures of . . . physical fitness, as measures of physical activity habits, as measures of endurance, as indices of general systemic conditions, as measures of individual progress and educational efficiency . . . . A *few schools use (these) tests in preference to ordinary physical examinations in grouping pupils for class work* . . . for example in Buffalo and . . . for the senior high schools of Denver. . . . ."

THE PLEIADES CO.

NEWTON, MASS.

The Story of Speedball for Women

Its History and Latest Developments

By

HELEN M. BARTON

Professor of Health and Physical Education for Women, State Teachers College, Clarion, Pennsylvania

HIGH school and college girls today from Boston to San Francisco are enjoying the thrill of playing speedball. That drop kick for the bar, the fun of clever manipulation of ground balls, and the exhilaration that comes from matching wits in play finesse are a few of the features that are winning more and more enthusiastic converts to the game. Ten years ago this was an unheard of sport in athletics for girls. This is indeed a "Century of Progress" in the field of athletics for women as well as in transportation and bacteriological sciences.

Speedball is a game with which physical directors and leaders of girls should become acquainted, if its possibilities have not already been probed. Its rapid development as a suitable game for girls and women speaks for itself. From its initial introduction into women's sports in the Middle West, speedball has gained popularity until it is now used by high schools, private schools, teachers' colleges, and universities from coast to coast. Although the original version was written for the play of men and high school boys, the evolution of the game has developed many features which make it adaptable to women's play, and also for the use of younger girls. The latest rules for the latter group indicate that accommodations to both physiological and psychological differences have been made, and that now the game is splendidly fitted for the participation of women.

History of the Game

The extent to which speedball has been utilized by coaches in girls' schools and colleges is not comprehended until something of its history and development is noted. The game was originated by Elmer D. Mitchell at the University of Michigan in answer to a demand for some sport for general student use which could be played during the fall season of the year. An autumn game which would take the place of the spring sport of baseball, and which would be played by men of average athletic ability, was the challenging situation that inspired the invention of this new game in the fall of 1921. Its reception was instantly popular with the boys of the intramural department. Proof of this is the fact that it was extensively transplanted in the next few years by graduate students and other means. Rule books also were printed because of the numerous requests for information that came from other intramural and physical education departments. State and city departments of physical education obtained permission to quote the rules in their bulletins to teachers. Many teacher-training schools included speedball in their practice courses for specializing students. In this way the game became well known in the boys' curriculum of sports.

Kicking the ball to one's self.

So much for the early development of speedball as a game for men. Girls and women, during the intervening years between 1921 and 1923 did very little with the new sport. Miss Alice Frymir, at that time of Battle Creek College, appears to have been one of the first women physical directors to actually experiment with speedball as a part of the regular college athletic program. The initial article on the subject, as far as can be found, occurred in *The Cadat* (Phi Delta Pi yearbook) for 1924, and called attention to the interest the girls at Battle Creek College were manifesting in the novel sport. About a year later in December, 1925, the publication, *Old Gold* of the University of Iowa, carried an article by Miriam Taylor in which the possibilities of speedball for girls were more widely discussed. The interest of the physical education department for women at that university seems to have been awakened very early in the history of the game. As a result of this early interest, many valuable suggestions and adaptations have been proposed which have helped to make the game more suitable for women's play.

A brief chronological résumé of highlights in the development of speedball will indicate how, in the next few years, interest in the new game spread universally.

1928 – October.—The *Sportswoman,* a magazine on topics of current account in the field of women's athletics, published an article by Miss Mildred S. Bruckheimer, entitled "Speedball, a Game for Women." This history of the game to date was concisely treated therein, and a helpful discussion for coaches upon speedball equipment, field markings, etc., as well as comment upon the interest of both junior and senior players in the game, were included in this number. Miss Bruckheimer, then of Mills College, California, was perhaps one of the leaders in her vicinity in promoting the play of speedball in her immediate locality.

1929 – May.—The *Sportswoman* contained another write-up by Miss Bruckheimer, this time upon the "Technique of Speedball." Further use of the game as it developed in that section of the country brought out a need for definite technique practices which could be advantageously used by both beginners and advanced players. A few of the comments on form covered in this

Forward making a rear pass to half back for deviated pass.

publication were the place kick, punt, drop kick, and practical suggestions for the improvement of the initial play at center when the game is started.

1929 – October.—The *Pentathlon,* journal of the Middle West Society of Physical Education, published an article by Miss Elizabeth Beall of Wellesley College. The subject was "Practice Speedball Technique for Girls." Diagrams of plays to improve passing, kicking, and dodging maneuvers were well presented with accompanying hints for both coaches and players on the most recent technique developments. The more advanced type of play disclosed in this article points to the marked advancement in the game over comparable material of earlier publications.

By 1930 interest had become sufficiently marked to call for the inclusion of a section on "Speedball for Girls" in one of the Guide Books of the Women's Athletic Series published by the American Sports Publishing Company. Speedball was incorporated in the Women's Soccer Guide which also includes a section on Fieldball. The first editor of the enlarged rulebook was Miss Marian Knighton of Sarah Lawrence College and Miss Florence Hupprich of Texas State College for Women edited the speedball section. In the few years that the game has been included in the Women's Athletic Series a number of important changes have been made toward clarification and adaptation of the rules for use by women players.

Directors' Opinions

The recent attention given to speedball by the Women's Athletic Committee of the American Physical Education Association is very timely as interested teachers have long been seeking a clearing house for questions that have arisen as girls took up the game. In compiling this article information was requested from Mr. Mitchell regarding his knowledge of the early developments in the girls' game. In this interview he stated that while speedball was originally conceived as a boys' game, he very early began to receive letters regarding problems that were arising as women teachers began to use the game. While glad to give advice whenever possible, Mr. Mitchell felt that it was very imperative that women undertake the direction of developments in the girls' game.

The following extracts from letters, for example, show that women teachers in many sections of the country were making individual experiments with the game.

1929 – March.—Miss Hazel Cubberley of the University of California at Berkeley developed with the assistance of her major students a wall chart showing in simplified and compact form the rules of the game. This helped to make the game more easily understood by girls who, for the most part, did not have the sport background to grasp new rules with the same readiness as boys.

1931 – April.—Miss June McCann of Los Angeles, California, wrote that a controversy over a point of play had developed among her students. The question was, "Could a ball be legally knocked from a player's hand or was this to be considered a transgression of the rules?" Such interest in the rules by coach and players indicated that the game was being viewed in the light of other major game experience (basketball, for example), and that, therefore, girls' rules needed to be differentiated from those of the boys.

1931 – May.—Miss Marjorie Teitsworth, of the Belmont High School in Los Angeles, appealed for material by which her girls could measure their own advancement in self-testing forms of speedball technique. This communication marked a new development in the history of the game. Self-testing by students is not in demand unless their interest in their own progress in the game warrants it.

1931 – October.—This date brought a note from Miss Elizabeth White of the University of Pittsburgh where the game had been very successfully used. Miss White added the idea of using field hockey as a game to familiarize her students with a major sport played on larger field dimensions than a restricted basketball court. The step from basketball (with which most girls are acquainted) to speedball, via hockey, trained the players in the use of greater areas.

1931 – November.—Miss Marian Anderson of Northern Illinois State Teachers College compiled a form sheet of rule modifications for more improved play and in addition worked out more extensive material for individual tests and team relay practice.

1932 – May.—Miss Katharine Carlisle of Utah State Agricultural College, Logan, Utah, told of her success with speedball in the West, and the excellent results she obtained by coaching with films of the game. The films were in two divisions; one touching upon general fundamentals

of play and the other upon actual game play among the boys of Long Beach, California.

No doubt this marks one of the epochal steps in the coaching technique of speedball. Think of the very few years previous when Miss Alice Frymir was pioneering in the game at Battle Creek College!

1932 – June.—Correspondence from Miss Miriam Taylor of the University of Iowa showed that experiments at that school had culminated in a set of mimeographed rules for the betterment of girls' play. These modifications, which had been carefully tested and worked out over a period of years by the Women's Physical Education Department, suggested changes in playing space, scoring, and several other points making for more enjoyment and better results on women's technique.

1933 – April.—Miss Marie Phelan, Whittier College, California, with the assistance of the women major students in Physical Education, compiled an extensive study toward the end of clarification and simplification of the present speedball rules for girls. This was forwarded to the Chairman of the A.P.E.A. Women's Athletic Committee on Soccer, Speedball, and Fieldball.

Miss Blanche M. Trilling, who is always a loyal supporter of any movement for better womanhood, has expressed her interest in speedball as a suitable game for girls. Likewise Dr. Margaret M. Bell at the University of Michigan approves of the game as a general all-round sport for girls. Miss Laurie Campbell, of the same department, has contributed much toward adjusting men's rules to facilitate women's play. In the major department of physical education at the University of Michigan, speedball has been used since 1929. The junior and senior students have enjoyed it as a spring sport, however, instead of in the fall. At first, because of inadequate women's rules, Miss Campbell coached the game strictly according to the regulations set forth for the men. Over a period of four years the students and coach of the department have developed several alterations in the rules, namely:

1. Scoring should encourage a kicking game by girls, rather than the more natural throwing game. Hence, points made by kicking received a higher rating than thrown points.
2. Timing was changed to the regular eight-minute quarters of basketball play.
3. Obstruction as a foul used in hockey and soccer was introduced into speedball to promote better play.
4. Changes in follow-up plays after a penalty kick were worked out for the purpose of making speedball more congruous with other and better known sports for women.

This sketch of the major developments in the game of speedball from 1924 to 1933 indicates how expeditious the varying changes were and that the interest in it is becoming universal. It is a "coming" game in the field of major sports for women. Some of the latest developments in points of technique practice point to the fact that speedball will soon be used in junior high schools as well as colleges, although, of course, in a modified form.

Recent Coaching Developments

Speedball tactics demand the ability both to kick and catch a ball. (Note the suggested changes which have been made by physical directors to promote greater use of foot work among girls.) Observation of the play of girls will bring to light the fact that there is always present the desire and willingness to kick a ball. However, when it comes to receiving a ball to which impetus has been given by a kick, most girls appear to have an innate fear of the approaching object which unwittingly handicaps their play. On the basis of this observation a coaching program was tried out at State Teachers College, Clarion, Pennsylvania, the theory being that proper coaching can do much to eliminate this instinctive reaction. Once this disadvantage has been overcome the player will more readily respond to later coaching methods. Experimental work, therefore, with girls of college age was conducted, and the most satisfactory results were finally obtained through a program involving the following progressive steps.

Introducing the Game

I. Minor lead games to soccer.

a. Zig-zag relays, first with the ball between two players, and then using the plain kicking pass between three and even four players traveling abreast. This is for the purpose of developing a sense of directed passes.

b. Kick dodgeball in which the players learn to regulate the force of passes and kicks so the ball will travel at waist level or below. Too high or too hard kicks from the outside circle players immediately disqualify.

c. Side kick for the purpose of directing shots for advantageous plays, and to train the player's kicking "sense" for controlled force.

d. Kick ball in which players become acquainted with meeting swiftly a rolling ground object and placing their kicks advantageously.

Developing Skills in Foot Play

II. Soccer. This game to be played with all the coaching elements necessary to good elementary playing. If students are already familiar with the fundamental points, review and advance from their weakest point. Tactics to include are for example,

a. Passing practice for the forward line players and halfbacks.

b. Heading the ball for fullback and goal keepers.

c. Trapping practice for all players, especially outside positions.

d. Goal driving for forwards with accompanying defensive practice by fullback and goal keepers.

e. Etc., Suggestion: teach the players to make use of preliminary lead games (as outlined in I) for "warming up" by themselves preceding the regular class period.

Introduction to Forms of Hand Play

III. Minor lead games for fieldball.

a. Circle dodgeball in which players gain confidence in handling themselves physically. Practice in watching the ball carefully and constantly should also be stressed here. As this is a familiar game such points can be well covered.

b. Keep away as it is used in preliminary basketball work. Interception of passes is a feature of fieldball and successful players should be well trained in this phase. Accurate passing is also a point which may be stressed in this game.

c. Zig-zag passing relays such as those used in Ia except that these are hand passes instead of foot passes.

d. Newcomb or endball which are both elementary games affording practice in long and accurate passes and proper receiving of the ball. Directed passes to certain players can be easily coached in this game because of its elementary type of play.

e. Etc.

Developing Skills in Hand Play

IV. Fieldball. This game was introduced after unsuccessful attempts had been made to make the connection between soccer and speedball a facile one. Coordination between hand and foot play was noticeably amiss, hence the coaching of this game included such elementary playing tactics as:

a. Interception of passes and defensive play.

b. Long directed passes as an objective for forward line players. Here the players should have drawn to their attention the similarity to IIIc.

(Continued on Page 59)

Touch Football — *the Fall Sport for Boys*

By

EDWARD J. STOREY

Executive Secretary, Touch Football Association of America, and Director of Physical Education, Mamaroneck, N. Y.

THE FALL of 1933 brings football back to the stage of American sports in a glory which will no doubt shadow all other sport into second place. The thud of the pigskin in the air will command our attention whether it is made by the educated toe of the college player or whether it comes from every back lot and byway where the youth of the country will be found.

College football has a fixed future and there is nothing we can do about it further than to play the game and honor its heroes. But every recreation field and back lot will be filled with youngsters who will, by some magic, get a football to kick, pass, and run with. These fundamentals of football are quickly learned, and young competent athletes spring out of back lots in a surprisingly short time and in large numbers. All this football lore is gained by an imitation of the hard game of rugby football which is filled with such dangerous practices as tackling, blocking, straight-arming, and others of similar kind.

Out of this problem of having the youth enjoy football without the risk of serious injury, the game of touch football has come as a solution. It is not a medicine which is disliked by the young athlete. It is a real game for superior skill, innocent of the football hazards already mentioned.

Touch football is now a scientific and standardized game, and its rules are sponsored and edited by the Touch Football Association of America, Larchmont, New York.* Rule books are easily available. The game can be generally described by saying that it is a combination of football, tag, lacrosse, soccer, and basketball. Therefore, it provides much running, dodging, chasing, kicking, and forward or lateral passing. And yet, it is an easy game to learn in spite of this wide range of activity. It is based on the fundamentals of the kick-off in football and each series of plays starts from this formation. There is no scrimmage line and naturally no scrimmage. It therefore follows that there is no tackling or blocking—in fact, there is very little body contact. Let us examine the game more closely.

Exactly as in rugby, there are eleven players to a team, each generaled by a captain. Unlike rugby, there is no need for a quarterback, for the responsibility of action of the team is equally distributed among the players.

The ball is kicked off from any point behind the fifty-yard line, and can be sent on its way by either a place-kick, punt, or drop-kick. The object of the receiving team is to get the ball over the goal line of the kicking team which then becomes the defensive side. This results in a score, and is accomplished by advancing the ball by a combination of forward or lateral passes and running with the ball. The game is fast. There are no restrictions about passing. The ball is run and passed in any direction and remains in a potential scoring position until the ball carrier is tagged by one of the defensive team.

For the sake of simplicity, a runner is considered tagged when touched by either hand of a defensive player, and when thus touched on any part of the anatomy. When this happens, the ball is considered dead, and the team in possession of the ball must kick-off to the opponents. In this way the game progresses for four quarters, satisfying the youngsters' appetite for action and speed and giving them unlimited practice in the essentials of broken-field running, passing, and kicking. In addition to being speedy and thrilling, the game is made reasonably safe by outlawing tackling, blocking, and straight-arm tactics by the common method of penalty.

Every player is a ball carrier! And every player is a kicker! There is no distinction between backs and linemen. The success of each team depends upon the individual ability of each player in the art of running, passing, and kicking. It is this that makes the game satisfying to the young, hungry athlete. Generally, the out-of-bound rules are the same as in football, except that in the game of touch football the ball is kicked off every time the ball is dead. Kicking is done by each player in turn.

Touch football is really an excellent game for the fall season, free from the dangers of injury, and yet filled with possibility for the spectacular. It is no less suitable for college sport. However, reports from collegiate participation in this game give a fairly high rate of injury. But this is not surprising because college touch football is really another game which could be called touch-tackle football, with blocking and tackling allowed on the scrimmage line. The danger is further increased here because proper football equipment is not worn.

After using the game in a school system with all the boys ranging in average age from the third grade through high school, in eight years I have yet to remember an injury greater than skinning the arms or the knees. These very minor injuries may be expected from very simple tag games.

Directors are looking for games that may be used during physical education periods. These must be instructive to the youth both physically and mentally. Touch football certainly answers this need. With the possible

(Continued on Page 61)

* The Official Touch Football rules may be obtained free by merely writing to the Ken-Wel Sporting Goods Co., Utica, N. Y.

AROUND THE COUNTRY

WITH J. E. ROGERS

There is a new United States Commissioner of Education. He is Dr. George F. Zook, President of the University of Akron, Ohio. On May 26 William John Cooper resigned as United States Commissioner of Education and President Roosevelt appointed Dr. Zook. Dr. Cooper resigned to accept the appointment of Professor of Education at George Washington University, where he will direct courses in administration.

* * *

The article, "Crew for Girls," by Lillian Schuette, which appeared in the May number of the JOURNAL has attracted wide attention. The editor of one of the large California newspapers recently quoted the article. The *Sierra Educational News*, the largest school journal in the western United States, is planning to use this article. A letter from the editor asking permission to reprint portions of it was recently received at the editorial offices of the A.P.E.A. He made this fine tribute to our profession:

"California Teachers Association, for many decades, has been a stalwart champion of physical education in the schools of California and is actively interested in forwarding the welfare of that highly important field of education."

* * *

The good news comes that Superintendent of Public Instruction in Michigan, Dr. Paul F. Voelker, has appointed Mr. Ralph Van Hoesen as State Supervisor of Secondary Schools to carry on the supervision of the state program of physical education and to act as State Director.

Mr. W. K. Streit, City Director of Cincinnati, has been doing some outstanding things in that city. Cincinnati's staff and program have held during these trying times. It is impossible here to mention all the things Streit is doing, but here are five.

1. He has developed a wonderful "esprit de corps" among his staff and has a fine city organization which has many meetings of a recreational good-time nature.

2. He publishes a splendid local bulletin known as the "Discobolus."

3. He cooperates actively with all community forces in education and recreation.

4. He provides recreational opportunities for all the teachers through picnics, outings, social recreation, and hobbies. He has gotten excellent newspaper publicity throughout the year.

5. He presents a strong annual report to the superintendent of the board of education. It is presented in excellent form and make-up.

* * *

Miss Lera Curtis, who was Assistant State Supervisor of Physical Education in Michigan, is now on the staff of the Physical Education Department of New York University.

* * *

C. M. Miles, formerly State Director in Florida, is now at Teachers College, Columbia University, taking work for his Doctorate degree.

Good News From Chicago

The physical education program has been restored in the second largest city in the country. This information should be of help to physical educators especially in carrying the correct news to the public and in counteracting the story that was circulated to the contrary by the press last summer.

It is not true that physical education has been eliminated in Chicago. City Director A. H. Pritzlaff and his loyal staff report victory in the retention of the physical education program. Eventually the elementary school program will be bigger and better.

In order to see the Chicago situation properly one must consider the action of the Chicago Board of Education on July 12, 1933, and later the action of the Board on September 13, 1933:

July 12, 1933:

1. Fifty per cent reduction in senior high school physical education staff.

2. All swimming pools closed.

3. With the closing of the junior high schools, elimination of physical education in this group.

4. Physical education abolished in the elementary schools.

After the above program was announced, an injunction was secured on the strength of the State Law in Physical Education to prevent the Board of Education from abolishing this subject and the Board went on record as agreeing to continue physical education in the schools.

Later at the meeting of September 13 the following action was taken:

1. Swimming pools reopened.

2. In the senior high schools, while there was no elimination of physical education, ten new senior high schools were opened and the present staff spread to carry on the work in a total of thirty-four high schools, the following standards being set up:

a. Teachers to teach not less than thirty-five periods of work per week.

b. A minimum of sixty pupils per class.

c. Teachers to be assigned to schools on a basis of one teacher to every 650 pupils.

d. Intramural and interscholastic activities to continue under the control of the physical education teachers, to be counted in their teaching load.

There has been no change in the supervisory staff which consists of Mr. A. H. Pritzlaff, Director of Physical Education, and Miss Vera Gardiner and Mr. H. R. Crook, Supervisors of Physical Education. There is a distinct need for additional supervisors, particularly if the new system of elementary physical education becomes operative.

The only teachers of physical education dismissed or eliminated were the eighty-six junior high school teachers who are now attending the Chicago Normal College for elementary grade certificates and who will be absorbed in the elementary schools as soon as they are certificated.

While the special teacher has had her certificate abolished, physical education has been retained. The teachers will be strengthened in their positions by receiving an elementary grade certificate and will carry on the work departmentally as heretofore. The final result will be a teacher in every elementary school who will teach physical education departmentally while in many schools in the past there was not sufficient work in physical education for a full-time teacher, thus necessitating traveling between schools. It now looks as though there will be a teacher in every school or a total of 350 in the elementary division.

There has been no change in varsity athletic programs and there is a very excellent cooperation on the part of the community.

Miss Ethel Rockwell of Kalamazoo has been a pioneer in putting education into physical education. Her program has met with the fine coperation and support of all the teachers and principals. It is splendid to get the flash that in the recent economy wave of cutting, the program was not cut but rather was maintained at the insistence of the principals and the superintendent. This is certainly a great victory and denotes what prompt and decisive action means in a crisis.

* * *

A. W. Thompson, formerly State Director of Physical Education in Michigan, is now on the staff of the Pennsylvania State Teachers College at West Chester, Pennsylvania. We all extend our best wishes to Mr. Thompson in his new position. He did a fine job in Michigan.

* * *

Miss Amy Howlan, Superintendent of Girls' Physical Education at Mount Vernon, New York, is making a national survey of physical achievement standards for girls. This study is progressing rapidly and is creating a great deal of interest throughout the country. It is being made at the request of the National Association of State Directors of Physical Education. The details of the study will be under the direct auspices of Dr. Frank Lloyd of New York University. The National Recreation Association is cooperating.

* * *

Mr. Franklin O. Westrup, Director of Physical Education for Monterrey, Mexico, writes interestingly of the work in Mexico as follows:

"Our work in Monterrey has not been progressing as much as we had expected. This is due undoubtedly to the depression that is still with us, as we have no N.R.A. to pull us out of it. However, I shall mention some of the things we have been able to accomplish and will send you a few photographs under separate cover.

"We have created a State Committee of Physical Education that is trying to foster physical education throughout the fifty-two counties in the State of Nuevo Leon. Up to now we have installed forty-two sub-committees in as many counties. We had a State-Wide Athletic Meet in April in which thirteen counties competed. It was the first state-wide meet, and it created a great deal of interest both among participants and spectators. We are about to have now a State-Wide Playground Ball Tournament with twenty counties competing. Then we shall have a State Volleyball Tournament in the fall and finally a State Soccer Tournament in the winter.

"We have also managed to organize a local Recreation Committee in Monterrey, and it has begun to lay the foundations for organized recreation supported by public subscription. Professor J. I. Gomez has been doing this summer some recreation work, and although it has been sponsored by one of the political parties in town, it has served to show the great need there is for this type of activities. Professor Castillon, who is the sports writer for our local paper, has been carrying a steady newspaper campaign to create public opinion in favor of organized recreation. And finally, Professor Ordonez, our State Normal School Principal, was able to present to the Board of Education a plan of organization so that a Department of Physical Education and Recreation will be included in the budget for the school year beginning next September."

Under the encouragement of Mr. Castillon, Mr. José Eugenio Náhera, a young athlete and instructor in Monterrey, attended the summer session at the University of Michigan in order to learn of the aims and progress of physical education in the United States.

* * *

The following notes were prepared at my request by Miss Edith Gates, one of the prominent members of the Y.W.C.A. organization.

Jeanne White, Scranton, Pa., who has been an outstanding leader in the Y.W.C.A. for ten years, a graduate of the University of Illinois, was married on July 1, 1933 to Jesse W. Booth of Scranton. Miss White has been in Scranton long enough to see the fruition of dreams of that Association in the building of a beautiful pool, quite the finest in the city.

The Health Education Section of the National Association of Employed Officers in the Y.W.C.A. is active throughout the year in small district meetings. Last year, two districts combined their meetings with the get-together at the A.P.E.A. Convention. Mildred Maxcy, Chairman of New England, stimulated her meeting at Springfield, where Louise Newcomb was hostess. At Wichita, Ruth Pratt of Lincoln, Nebraska, had arranged a nice breakfast meeting.

The most active district during the past year was the Southern California group, which had two meetings with excellent attendance and circulated a news-letter in between. Ada McKeown of the Pasadena Y.W.C.A. is the energetic chairman of this section; some of the other members being Laura Chandler of Long Beach, Ella J. Stevers of Los Angeles, Jessie Kauffman of Riverside, and Julia Fisher of San Diego.

The district chairmen in the Y.W.C.A. organization of physical directors are busy in their section of the country calling meetings or circulating letters among the Associations, thus sharing ideas for program and organization of health and physical education in the Y.W.C.A. These district chairmen are also the natural leaders in this adult community agency to cooperate with other professional groups—the A.P.E.A., or N.A.A.F., or local physical education departments. Do you know them? Those given have been active in their districts in the spring of 1933:

New England—Mildred Maxcy, Providence, R. I.
Upper New York—Waive Dagley, Elmira, N. Y.
Eastern Pennsylvania—Irene Redman, Kensington Branch, Philadelphia, Pa.
Ohio—Ida Chilson, Dayton, Ohio.
Southeast—Florence Davy, Richmond, Va.
Tennessee and South—Dessa Ainlay, Nashville, Tenn.
Indiana—Louise Noble, Indianapolis, Ind.
Kansas—Rosalie Allen, Topeka, Kans.
Texas—Lillian Preston, Fort Worth, Texas.
Southern California—Ada McKeown, Pasadena, Calif.
Northwest—Lola Babcock, Seattle, Wash.

Mabel Alden, who has been physical director at the Y.W.C.A. in Tokio for the past year (and previously in Buffalo, N.Y., Y.W.C.A.) was married in Shanghai to Dr. Ivor E. G. Hunter, June 3, 1933. She will live in Shanghai. She studied in Columbia University in both 1927–28, and 1930–31, when she received her Master's degree.

Miss Julia E. Fisher retires from active Y.W.C.A. work after a most interesting career. At the moment, she leaves the San Diego Association, but her longest professional service in the Y.W.C.A. was in Detroit, Michigan, and she spent several happy years in Australia, where she was much beloved. As she becomes a lady of leisure she has the congratulations and best wishes of her friends and fellow-workers.

* * *

B. E. Wiggins, City Director of Columbus, Ohio, for many years has been conducting a marvelous program in major and minor sports and especially in intramurals. His eleventh annual report of competitive athletics is most revealing. There were 219 contests in football, basketball, swimming, track and field, dual track, triangular track, baseball, gymnastics and wrestling, speedball, invitation meet, cross-country runs, and tennis tournaments, with a total participation of 4,962. But, Mr. Wiggins' outstanding achievement is the fact that the total participants in intramurals came to 124,411.

Mr. Wiggins says if physical education proves its value and rightful place in the educational program of our time, it is obvious that equal opportunity and attention be provided for the majority of those who may lack both the natural or acquired skills, and natural physical endowment of the "athletically elect" who receive intensive training. To this end, it has been the aim for several years to build a broad and strong foundation for the so-called "activities-pyramid." It is gratifying to know (through reliable sources) that Columbus Schools are in the national 95–100 per cent list of schools promoting intramural programs.

* * *

Many state physical education associations have mimeographed or printed monthly bulletins. Some of them are quite elaborate such as the one from Michigan. Last January, Colorado started with a splendid monthly bulletin—in fact it is a magazine—and it has some splendid articles.

Soccer Meets *the* Newer Needs

By

JOHN EDGAR CASWELL

Instructor in Physical Education,
Public Schools, Albany, N. Y.

WITH the opening of school every teacher is in hope of giving the students something new. Attendance in summer schools and contacts in camps with the "swapping of hints" and suggestions always gives impetus to the *new* in the activity line.

Every school principal and director of physical education has been warned that "economy must rule." This is the case more this year than formerly. What can you do to economize in your part of the program?

The first thing to be "cut" in every department is equipment which has a life expectancy of only about one season or part of the school year. Even in some of the larger schools where a student organization or an athletic association fund finances the athletics in the temporary as well as the more permanent equipment, the fund will no doubt be lessened and economy will be practiced. Old and used equipment will be made "to do this year."

Thus it is that new and different activities can gain an entrance into the older and more stereotyped programs, if they have not already been *in*, and if they answer the need for economy.

Another consideration of the *new* is "Can it take care of numbers?" And still another all-important consideration is, "Does it interest participants?"

An old, yet new to many, activity which can and does meet the needs of today—economy, interest, and numbers—is soccer. Recent readings have revealed that the Greeks played a kicking game with a ball. Of course there are other kicking games which might have come down through the ages under this classification. Nevertheless, in all probability, soccer is one of the descendants of these games.

To the three questions asked previously, soccer can readily answer affirmatively. It is economical since all the equipment necessary is a soccer ball. All physical education classes, it is to be hoped, require sneakers, and most likely shorts and jerseys. Here then is the uniform and equipment problem solved. When every player wears this uniform there is little danger that serious harm may befall any of the players. A kick in the shin with sneakers cannot hurt so very much.

The second question will be answered next. Is this game interesting to participants? This question may in turn be answered by asking, "Is there an interest in activity?" and "Is there reasonable opportunity for success in the activity?" Certainly, it is evident that an inherent interest in activity is possessed by almost every boy and girl from the time they toddle.

In soccer, moreover, there is more than a reasonable opportunity for success to the beginner as well as to the more experienced. Children have kicked at stones, sticks, balls, and such objects often. With a ball the size of a soccer ball the opportunity to kick it successfully is increased. With practice success comes more often. The next advance then is to kick the ball in a desired direction. Then comes the desire to impart a spin or twist to the ball to outwit another person, and so on up the scale until the more difficult fundamentals of trapping, intercepting, and passing are learned. Thus it can easily be seen that soccer is a game that becomes intensely interesting to a participant no matter how much of a novice he or she may be to the game.

The third question almost answers itself in the light of the answer to the second question. An activity inherently interesting and possessing a reasonable opportunity for success will of its nature attract numbers to it. The less expert will not be scared off as easily in soccer as in other team games since the opportunity of taking the ball from, or kicking it before, a more expert player gives a great emotional thrill. An expert cannot stand out in this game sufficiently to overshadow the less expert opponents to the point of chagrin and keen disappointment that so

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"How We Do It"

Bolo Ball

IN AN effort to give training in handball skills to a high school gymnasium class the following game was worked out. It has proved immensely popular in our school. We have had an interclass league in it and the boys ask for the game in preference to any other including basketball.

An average boy after watching for a few minutes can go right in and play a fairly good game the first time because of the fundamental running and striking skills used. A space about the size of a basketball court is needed.

Bolo Ball

Equipment Needed

One volleyball. Four volleyball posts or standards 7 feet in height for goals.

Officials and Participants

One penalty timekeeper and timekeeper. One referee. Six players on a team. Two forwards, one center, two defense, one goalkeeper.

Rules of the Game

The players arrange themselves as in basketball except that the two centers stand outside the center circle.

The referee bounces the ball on the floor in the center of the circle and the ball if not touched should bounce higher than either center can reach.

The ball can be hit by the centers as soon as it is waist high.

The ball is played throughout the game by only one hand at a time.

Advancing the Ball

(1) By an overhead dribble (tapping the ball up off the hand) while the player runs.

(2) By the basketball dribble of which only three bounces are permitted during a player's time in possession of the ball.

(3) By the smash with the hand as in handball (this is the method used most in the game at present).

(4) The scoop throw off the floor. In this method the ball is scooped off of the floor and leaves the hand, and the player may or may not retain possession of the ball.

(5) The ball can be advanced by any other method providing the player does not deliberately touch the ball with the body below the waist. (The ball bouncing off the chest, head, or shoulders would be all right, but a foul would be committed if the ball were kicked along with the legs or trunk below the waist.)

Any or all of these methods may be used during a player's possession of the ball.

It is not a game of bowling the ball along the floor. The ball should be kept up in the air as much as possible.

The Goal

(1) The goal sticks are placed immediately under the basketball backboards and seven feet apart. (The outer edge of the volleyball upright base will touch the inner edge of the basketball free-throw line.)

(2) A goal to be scored must last touch the scorer on some part of his body above his waist. (A goal scored by the ball deflecting off a foot or leg of a field player shall not count.)

(3) A ball must pass under the backboard and between the uprights to score. (Any ball going through this goal from the front providing it is scored as in (2) shall be a goal.)

The Goalkeeper

(1) The goalkeeper may score a goal by throwing the ball through the opposite goal. (This opens the game up and provides a constant scoring threat. Many goalkeepers throw the ball to a position in front of the opposite goal for a forward to deflect in for a goal.)

(2) The goalkeeper may take only two steps while in possession of the ball.

(3) The goalkeeper may be body-checked or charged while in possession of the ball.

(4) The goalkeeper may use any part of his body in protecting and clearing the goal of the ball.

Penalties

Penalties of one minute on the bench are provided for the following infractions of the rules:

(1) Throwing the ball (except the goalie).

(2) Touching the ball with two hands at the same time (except the goalie).

(3) Charging or body-checking an opponent if he is not in possession of the ball at the time.

(4) Body-checking or charging an opponent from the rear.

(5) Tripping or unnecessary rough play.

(6) Body-checking or charging an opponent into the wall whether he has the ball in his possession or not.

(7) Using the arms or hands to retard the movements of opponents.

(8) Running with the ball stationary in the hand. (The ball must be advanced in the ways given. No running with the ball is to be allowed.)

(9) Taking more than three bounces in a basketball dribble during a time in possession of the ball.

(10) Kicking or deliberately touching the ball with the hips or legs.

(11) Goalkeeper taking more than two steps with the ball.

Boundaries

All walls are in bounds.

Special ground rules will probably be necessary in local situations.

Substitutions

Substitutions may be made at any time when the referee is in possession of the ball by reporting to him.

Putting the Ball in Play

The ball is to be put in play in center at the beginning of the game and the beginning of the second half and after a goal.

The ball is to be put in play where a foul was committed when resuming the play again.

Length of Game

Two twenty-minute periods shall constitute a game.

K. H. Murray
HIGH SCHOOL, WESTMOUNT,
QUEBEC, CANADA.

* * *

Teaching Basketball in Physical Education Classes

PHYSICAL education classes are a place to teach, among other things, skills which the students recognize as useful and are willing to put forth an effort to learn.

Just because a class moves with smoothness is not necessarily a criterion that the students are getting from the class all the good that is possible for them to receive.

One should try to keep in mind that the physical education period should be as thought-provoking as any other in the students' program. The following method of presenting basketball in physical education classes meets this standard and also succeeds in stimulating the students to their best efforts. They try to perform the skills as the skills should be performed and with a zest that formerly had been lacking.

The procedure might be called a "problem method." In a pick-up game of basketball, team work between four or five members is next to impossible, but team work between two players is entirely possible if they understand what to do. Team work will, in the last analysis, also give the greatest satisfaction.

After becoming familiar with the game through play or observation the student will recognize fundamental situations that occur during a basketball game when the situations are pointed out to him. The unit of instruction, basketball, is built around these fundamental situations or problems. Following are two illustrations:

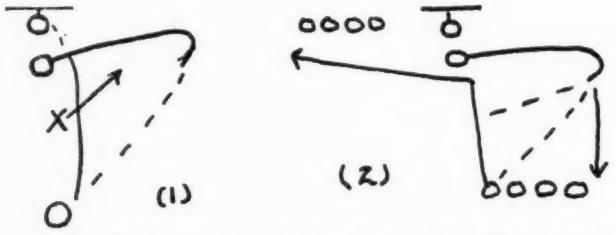
1. The forward has secured possession of the ball near the center of the court, one of his team-mates by a fast break is under the basket, a defensive guard is located between them, how should the two offensive men maneuver so as to get a short shot or a good set shot?

One of the solutions to this problem is to have the team-mate under the basket cut for the corner, receive the pass and return the ball to the original passer as he cuts for the basket.

The problems growing out of this are: Should the receiver of the corner pass take the ball with a jump stop or the running

stride stop? Which foot should the receiver have forward and why?

Following is first, the demonstration on the floor, and second, the "set-up" used.



2. A forward has received the ball close to the side line near the center of the floor from one of his guards, the other forward is located near the opposite side line about even with the foul line and closely guarded, how should the two offensive men maneuver so as to advance the ball and get a good shot?

A solution to this problem is for the second forward mentioned to break toward the forward with the ball and receive the pass. The passer follows his pass, cutting in front of the receiver, secures a return pass, dribbles, and shoots.

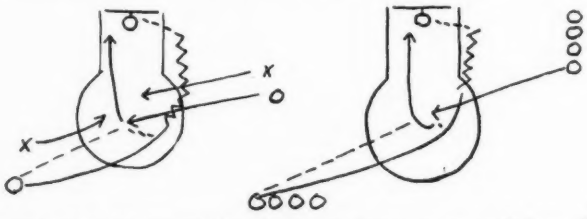
The problems growing out of this are: To what point on the floor should the forward break and why? What stop should the forward use upon receiving the ball and with which foot forward? What will determine whether the passer breaks straight for the basket or cuts across and in front of the receiver?

Following is first, the demonstration on the floor, and second, the "set-up" used.

In presenting the problems men are stationed on the floor to illustrate the situation. Questions are asked and suggestions received until a suitable solution is reached. When a solution is reached that can be put into a "set-up" the class squads take designated positions on the floor and practice begins.

It will take about ten minutes to reach a solution of either of the problems mentioned, and the class stays with the skill until it is learned.

Since using this method many of the boys, instead of "horsing"



around while in line waiting their turn, have run up and down the sidelines practicing the stops, turns, and fakes that are so essential to good basketball playing. In the "set-up," if the skill is not properly performed, the student returns and repeats it again. With ten or twelve students waiting to demonstrate their wares it induces those who perform to put forth their best efforts and not be repeaters too often.

"Set-ups" are devised that use two or three students at a time and each one takes a shot at the basket before his routine is complete so that a rebound habit is developed. Such "set-ups" are preferable to those which use two or three men but where a new man is entering and another leaving at the same time.

The last ten or fifteen minutes of the period is devoted to the playing of basketball games. A sort of elimination tournament is used—a team stays until it is licked. Just let someone try to steal the show or fail to cover his man and have the team lose because of it. The first two teams to play are decided upon the basis of the winners of relay contests involving basketball skills.

The value of the procedure can be noted only through time; at the present it is working admirably. I might add that this method is used in classes with from thirty to forty-five students, on a floor 35 x 60 feet with two baskets, in a sixty-minute period.

J. H. Frederick, Jr.
BESSEMER HIGH SCHOOL,
BESSEMER, PENN.

An Intramural Program for the Elementary School

UNTIL last year an intramural program for the elementary school was entirely unheard of in Knoxville. Next year there will probably be several schools carrying out a well rounded program as a result of the success of such a program at the Fairgarden School.

The Fairgarden School is a platoon school with about five hundred pupils. Since no extra-curricular activities were offered, the pupils were not getting the most out of their school. As the intramural program at our state university had meant so much to me, I hit upon such a program for my fifth, sixth, and seventh grade pupils. Since I had had little experience at teaching physical education in the elementary grades, I did not know whether or not such a program would be advisable and, too, I could find so little in physical education literature about intramural athletics for children of the elementary school age. I decided to try, however, for certainly no harm could come from it.

Each class from the 5B through the 7A was divided into four squads, with a squad leader to each squad. This leader took the roll and checked the shoes for his or her squad, and helped in teaching new activities. The squad leaders from all classes met once each week, at which time they were taught the new activities that would be used in the classes during the following week. Leaders were changed each six weeks.

The squads in each class competed against each other in team games, and the winning squad formed the team that represented that class in the tournament held after school. There was a card on the bulletin board for each class, and on each card was the name of the squads for that class. Yes, they named their squads—Panthers, Yellow Jackets, Wild Cats, Trojans, etc. They even had the Jail Birds. At the end of each period the leader of the winning squad reported that his squad had won, and it was marked on the card. The pupils could then tell which team was in the lead.

The winning squad elected a captain—of course they must have a captain—selected yells to give at the big event, and carefully planned the line-up for the game. The way they conducted themselves at the games would do justice to any high school group. Any unsportsmanlike conduct barred that individual from the contest. At all games other than the final, a squad leader from one of the classes refereed. At the final game, which was really a great event, the instructor did the refereeing.

Points were given for participation, leadership, sportsmanship, and scholarship. The following is the system used last year. It was wholly experimental, and next year there will be some changes.

Squad leader	25 points
Team captain	10 points
Participation in event	25 points
Winning team	50 points
Winning event (individual event)	75 points
Hiking (accompanied by teacher or scout leader)	1 point per mile
Dancing (five dances—folk, tap, or athletic)	25 points
Stunts (five designated by teacher)	25 points
Swimming (tests given at Y.M.C.A. and Y.W.C.A.)	100 points
Posture tests	75 points
Scholarship: A's and B's each term	100 points
C's and D's each term	50 points

The team games and individual events offered during the year were:

September—Jackstone contest
October—Batball and Sidewalk Bowling
November—Soccer and Hopscotch
December—Volleyball and Roller Skating
January—Endball and Foul Pitching
February—Captainball and Posture Contest
March—Marble Tournament and Stunts
April—Playgroundball and Stilt Walking
May—Relay Races and Dancing
Hikes were taken throughout the year.

A list of points made by each pupil was kept on file, and a felt emblem with the school monogram in the school colors was presented to each of the eight pupils having the most points. These were presented at the commencement exercises, and no varsity man

ever felt prouder than those eight children as they walked forward to receive recognition for being the most outstanding boys and girls in school—outstanding in scholarship, leadership, and sportsmanship, as well as in physical ability.

To sum up the results of the year's program as far as participation is concerned, I am going to give the following report.

Of the 258 pupils in the fifth, sixth, and seventh grades, 97 took part in the Jackstone contest, 218 in the Sidewalk Bowling Tournament, 157 in the Hopscotch Tournament, 69 in the Skating Contest, 227 in the Foul Pitching, 116 in the Marble Tournament, 15 passed the Swimming Tests, and everyone passed the tests in stunts and dancing—after hours of practice. In hiking, the instructor led hikes amounting to over 200 miles in all, and the scout leaders also accompanied several children on hikes.

As for the team games, in the tournaments (elimination) held after school, 72 took part in the Batball Tournament, 66 in the Soccer Tournament, 108 in the Volleyball Tournament, 72 in the Endball Tournament, 60 in the Captainball Tournament, 54 in the Playgroundball Tournament, and 90 in the Relay Races.

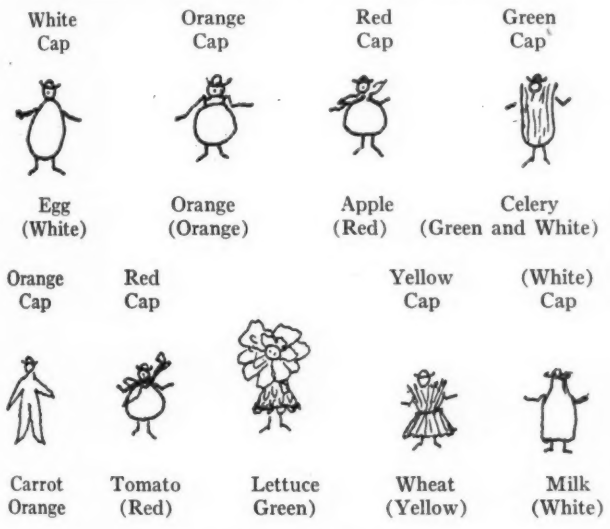
Margaret E. Cook,
KNOXVILLE, TENNESSEE

* * *

Song of the Vitamins

THE Song of the Vitamins" is an original contribution written for our health day program. It was so well received that our playground supervisor asked me to send it to you for publication, should you find it acceptable.

(Costumes are wire shapes covered with crepe paper.)



Song of the Vitamins

(Tune: "Jingle Bells")

(*Vitamins dance into line.*)

I

A few short years ago
Some doctors wise and good,
Found out some things you all should know
About your daily food.
They learned we saucy elves,
Chuck full of pep and vim,
Are hiding in good things you eat,
They call us "Vitamins,"

Chorus:

Vitamins! Vitamins! A and B and C!
In carrots, wheat, and oranges, eggs, milk, and celery.
Hold us tight! Treat us right! Then our aid you'll win,
Bright little, shy little, nice little, spry little,
gay little vitamins.

(*They dance lightly around stage as pianist repeats chorus.*)

(*Continued on next page*)

CAPEZIO

To Dance Properly Wear
Proper Dance Footwear

RHYTHMIK SANDAL

Elastic instep strap model for gym, eurhythmics and free style work. Flexible; affords foot freedom. Tan or Grey Suede $1.20. Black Kid $1.35. Strap and Buckle model Fawn Suede $1.45.

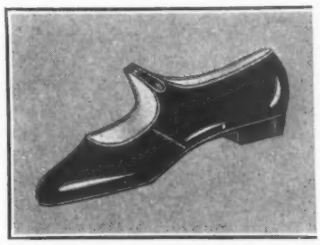
Send for illustrated catalog

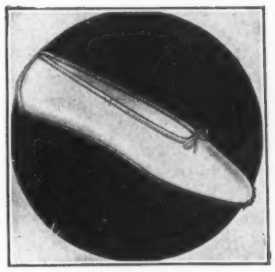
In all forms of Dancing, Rhythmic and Corrective exercises execution and technique are definitely improved if the proper footwear is worn. Capezio, Master-Builder of Dance Footwear, offers these exclusive models which are ideal for Tap, Gym and Free Style Dancing. Each model offers extraordinary value.

STUDENT TAP SLIPPER

A shoe designed expressly for TAP dancing. Aids in acquiring Tap technique. Black Kid shown, $2.85. Patent Leather Tie Model $3.25. Tyette, Black Patent Leather $3.95.

TAPS FREE





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The soft, pliable glove kid top and flexible but durable Elkskin sole grant perfect foot freedom, making this slipper ideal for gym and eurhythmics. Black Glove Kid $1.60. White Glove Kid $1.75.

Men's size 25c extra

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AGENCIES IN PRINCIPAL CITIES

II

We hide in many ways,
But that is all in fun,
We really wish you'd find us all,
And nab us every one!
So, if you want to grow
Up big and tall and strong,
Catch every vitamin you can,
And we'll help you along.

Chorus:

Vitamins! Vitamins! A and B and C!
In lettuce, apples, oranges, tomatoes, celery!
Hold us tight! Treat us right! Then our aid you'll win.
Bright little, shy little, nice little, spry little,
gay little vitamins!

(*They dance off the stage as pianist repeats chorus.*)

Amelia M. Barker,
OGDEN, UTAH

* * *

Hand Soccer—An Indoor Game

THE game of hand soccer is played by two teams of from eight to sixteen men, depending on the size of the court. The purpose of the game is to score as many points as possible by hitting the ball against the wall, and, at the same time, prevent the other team from scoring.

Equipment.—The playing court shall be the basketball court, with lines drawn across the width of the court through the foul lines. The end lines are not used.

Goal: Wall at end of gym, with a line six feet from floor.

Ball: Volleyball, basketball, or football.

Players.—One half of the players are guards and the other half are forwards. After each goal or period, one forward is selected to be a center. The guards must stay behind the foul line extended nearest the goal they are protecting. The forwards may go all over the floor. Own goal is the one the team is shooting for.

Playing the Game.—The game is started by the centers, one forward from each team, standing with feet outside center circle, and with hands on knees. The ball is on the floor in the middle of the circle. Guards are in respective zones. Forwards are on foul lines extended nearest goal they are protecting.

Referee blows his whistle and centers hit ball.

Fouls.—Hitting ball with closed hand. Taking a full swing at ball, must hit ball with bent arms. Kicking ball (not a foul to stop ball with feet). Charging, pushing, pulling, tripping, etc. Stopping ball with two hands. Hitting ball while any part of body other than hands and feet is touching the floor.

Penalty.—A penalty consists of a free hit for opponent's center from the center circle or some other point which is determined by length of court, width of court, and ball used. It must be far enough from goal so other team has an equal chance to prevent score. All members of fouling team must be touching sideline until whistle blows, when they may rush out to prevent goal. The forwards of the team that is trying for a goal cannot be inside the foul line extended nearest their own goal.

Suggestions.—Change centers after each goal or period. Change forwards and guards after each period. Three minutes for a period. A play out-of-bounds is the same as in basketball. Allow pupils to hit ball while it is in the air.

Don Harshbarger,
ATHLETIC DIRECTOR,
NAPERVILLE, ILLINOIS

* * *

Rhythmic Elementary Grade Work

INTEGRATION of the physical education program with some of the social units of study can be made an interesting part of the physical education period in the elementary grades.

The interests of boys and girls are naturally in keeping with the lands and peoples they are studying about. They will enjoy imitating and creating activities that will associate them more closely with the unit of work being carried on in the schoolroom.

Below I have listed some of the ways that we integrate the physical education activities with the interests of pupils who are studying Indian life.

Many of the suggestions that I have listed are taken from the reports of teachers whose groups have created the activity.

During the Physical Education Hour

In time with music of a soft swaying nature we create the motions of a forest that is being swayed by a soft breeze. We imitate tall pine trees, which brings us up on our toes in arch exercises. We imitate the mighty oak with wide spreading branches that twist in the trunk when blown by the wind. We imitate the willows that dip in the water when blown by the breeze (excellent trunk bends).

The bushes with leaves that flutter are portrayed with the flutter of fingers from a squatting position and with knee bends and the rising and falling of our arms, we imitate the waves on the water near the wigwams.

We shoot bows and arrows. We hunt, fish, paddle canoes, have war dances, ride horses, run, jump, gather rice, gather berries, throw spears, rock cradles, worship the Great Spirit, grind corn, have council meetings, and perform dozens of other activities that Indians do.

We imitate the birds of the forest and the animals of interest to the boys and girls—bear, deer, rabbit, buffalo, and wild horses. Nearly always we use music to carry on and to suggest types of activity, and we find that the Victrola furnishes an excellent and delightful grade of music for this kind of work.

In order to help teachers who are interested in the rhythmic side of physical education and its integration with units of social studies to find material, music, etc., I am listing below some of the activities and records that we have found to be very useful.

Indians

Imitate		*Record No.*	*Record Name*
Trees, Bushes, Waves, Birds, Sunshine, Raindrops, Canoes, etc.	Using a soft swaying music such as ..... or Slow waltz types of music	20516	Aloha Oe
		21465	Hawaiian Waltz
		21235	Cilito Lindo
Pose Work: Shoot bow and arrow standing & kneeling; throw spear; Worship the Great Spirit; Shielding eyes looking into distance; Rock cradle; Paddle canoe; Typical standing position with arms folded; Typical sitting position with arms folded and feet crossed; Signaling positions; End of Trail, etc.	Use type of music such as in	20202	Indian Love Call
		19545	
Indian war dance or Create an indian dance	Use the music of	22144	Shawnee Indian
		22174	Dance
		17777	
		21617	Seven Jumps
Indians on Horseback		22176	Witch's Ride
		20153	Wild Horseman
		20162	Run, Run, Run
			Rhymes for Children
Indian runners		20153	Rhythms for Children
Indian travois	Slow plodding music as	20351	Vesper Hymns
The whirlwind	Spinning type of music such as	78598	Die Beiden Kunstpfeifer
Indian circle march (Holding blankets with arms folded.)	about them		Any slow type march
Animals of the forest: Bear, Deer	Slow plodding type such as..	20351	Rhythms for Child
		20162	(Running Game No. 3)
Rabbit	Jump music...	20162	Jump, Jump, Jump
		19867	Whistler and Dog
Buffalo		20162	Rhythms for Child Run, Run, Run

Indians slinking through the forests	Use slow march music such as 20351
Indians gathering rice and berries	19545A
Indians hunting in forests	55200

Make tom-tom and beat
Walking steps for class
Running steps for class
Skipping steps for class
Indian dance (Old John Brown tune)

Additional Indian Music	20342 From an Indian Lodge
	20164 Omaha Indian Game Song
	20342 Indian Love Call
	22174 Shuffling Feet Deer Dance
	19829 By the Waters of Minnetonka

Indian Games
Ten Little Indians
Bison Hunt
Indian Baseball
Indian War Dance
Indian Wrestle
Squirrel in tree
Make up an original Indian dance.

Roy J. McMurray
PHYSICAL SUPERVISOR, SAGINAW SCHOOLS, MICHIGAN

* * *

A Study of the Distribution of Clubroom Games in the Boys' Department of the Syracuse Y.M.C.A.

IN CONNECTION with the gymnasium and swimming pool for boys at the Syracuse Y. M. C. A., we have always maintained a club and recreation room with reading material and games. An accurate record is kept of the number of boys that attend the clubroom each day and the games that are played.

The games that have been in most use for the past five years are:

1. Cue Roque.
2. Pocket Cue Roque (made by placing cue roque posts on a pool table, an innovation of our own).
3. Pucks. (Consisting of a table five yards long, twenty-five inches wide. The surface of this table is waxed so that the rubber pucks may slide along easily. The player stands at one end of the table and slides the pucks into stalls at the other end. The outer two stalls count five points each and the middle two ten points each.)
4. Japanese Bowling (consisting of a table similar to the pucks table, only instead of stalls at one end there are round depressions numbered from twenty-five to one hundred, according to the difficulty of lodging the rubber balls rolled into them from the player's position at the opposite end of the table).
5. Pocket Billiards.
6. Checkers.
7. Ping Pong.
8. Table Bowling (consisting of a table similar to the pucks and Japanese bowling table except that it has a trough around the outer edge for the return of the balls rolled at the pins at one end).
9. Chess.

The boys using our clubroom range in age from eight to sixteen years. The afternoons take care of special age groups while the evenings are for all ages; however the twelve- to sixteen-year-old boys predominate.

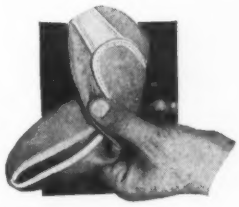
All games are accessible to each boy, provided of course that the game is not being used by another. To distribute games successfully each game is signed for before being used on a game sheet provided at the secretary's desk for that purpose. We allow thirty minutes for the use of games on normal occasions; however, some evenings we limit games in special demand to twenty minutes. The game sheet is arranged as follows:

I want to call attention to these Moderate Prices

Student Taps, $2.75 and Up

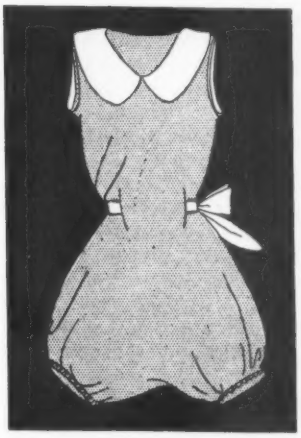
Professionally made shoes have come within the reach of every member of your classes. Your students can enjoy the same workmanship, the identical high grade materials that we use in outfitting stars of stage and screen. So accurate is our method of fitting by mail that we guarantee satisfaction. An outline of the foot on paper and street shoe size is enough. Make a choice from this page and see.

Shown is the popular Theo Tie model, patent leather, hand turned, with 1-inch leather heels. Our stocks include all sizes, 8½ childs to 8 misses, A's to D's. Taps free if wished.



$1.85 Leoway Soft Toe Ballets

World's first successful attempt to reproduce handmade features by machine (U. S. Pat. No. 1927211) making possible low price. Proper point and fit, hand lasted, short elk sole, flexible as a glove.



$1.25 Rompers

Finest broadcloth, white Peter Pan collar, tie in back. Sizes 2 to 24. Colors: Green, blue, peach, pink and yellow. Pair $1.25. Special green lineen school romper, 95c.

$3.25 Leoway Grecian Sandal

Elk sole, counter is double stitched. All sizes and widths, B to E. Black, white, tan shades to order.

$1.85 Leotards

For German work, tank, etc. Silkolene finish, flesh, reinforced crotch.

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Chicago

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Hollywood, Calif.

Date

BOYS GAME REPORTS

	No. Boys	Time Taken	Billiards	Amt. Paid	Cue Roque	Pucks	Bowling	Checkers	Jap. Bowl.	Ping Pong	Pool Cue Roque	Chess
NAME												
TOTALS OF DAY												
MONTHLY TOTAL												
REMARKS:												

Chess is very seldom called for by boys under twelve years of age. There is an even distribution of interest in all the other games available; i. e., as many boys eight years old play pocket billiards, ping pong, and cue roque, etc., as do boys sixteen years old.

I am tabulating here this last year's statistics, by months, which is an exact representation of the distribution of interest in games over the four preceding years.

Date 1931	Boys Played in Recreation Room	Cue Roque	Pocket Cue Roque	Pucks	Japanese Bowling	Pocket Billiards	Checkers	Ping Pong	Table Bowling	Chess
Oct.	1434	86	98	99	63	784	35	140	104	25
Nov.	1891	120	130	202	98	993	73	166	63	46
Dec.	2947	90	124	179	114	1588	81	512	199	52
1932										
Jan.	3075	293	309	243	115	1688	77	288	47	15
Feb.	1381	128	102	119	37	805	34	98	48	10
Mar.	1530	272	366	79	31	319	239	171	32	21
April	1192	229	253	78	23	302	63	183	52	4
May	783	99	86	52	7	401	37	73	24	4
June	1378	61	157	94	47	613	42	197	135	32
July	1253	43	62	127	31	648	54	230	28	30
Aug.	1512	93	115	148	51	692	108	233	54	18
Sept.	1599	105	120	140	69	720	100	302	32	11
Oct.	1615	50	108	145	50	724	75	428	25	10

From these figures it will readily be seen that pocket billiards, ping pong, and pocket cue roque occupy the center of the stage. To meet these demands we have added two pocket billiard tables this year to the two already in use, and another ping pong table so that there are now three available.

We have tried indoor croquet, rubber quoits, cross bow, and ring-o-let. There was not enough demand, however, to continue their maintenance.

There is no fee charged for use of these games for this is covered by the membership fee. We do ask a deposit of 10 cents for ping pong balls and 5 cents for pool chalk which is returned when the balls and chalk are handed in intact.

Daniel B. Kaiper,
ASSISTANT BOYS' SECRETARY,
SYRACUSE Y.M.C.A.,
NEW YORK

Physical Capacity Tests

(Continued from Page 37)

Our experience with a testing program has convinced us that such a procedure is well worth the time and money spent in the purchase of necessary equipment and in the administration of the tests. Specifically, I would group these benefits under four headings: to the director, to the pupils, to the administration, and to the interested public.

As a result of the findings accrued during a period of these years, I have become critical of my own work; I am constantly ferreting out existent weaknesses in my organization and methods of teaching. But the data offers me more than criticism—it gives me remedies. I have found that this data's inert quality of specific formulae assimilates and blends easily into a broadening program to eliminate wasted time and effort. It has raised my professional interest in physical education, for now I can tangibly measure my present status relative to a specific goal as compared with a given period in the past.

The testing program has had a profound influence on the pupils. Tests are intrinsically competitive and relative, and children relish any activity that involves these elements. Above all, the norms arrived at are of such a wide scope that they are fair in regard to age, weight, and height. Tests motivate the increased interest shown by pupils in a specific activity, when they realize that it has a direct bearing on their physical capacity standing in the class. These tests have encouraged slow and backward pupils to do better work because these students have been shown that they are improving even though they do not lead the class. A pupil whose P.F.I. is seventy can do work that ranks high above that level if he is cleverly motivated.

The administration of every school is deeply interested in any department that can measure its own effort. A superintendent has only a limited time to devote to the supervision of an instructor's work, and hence he welcomes any method by which he can have at his command data that evaluates his teachers' work and organization. This is especially true today when the said superintendent is called upon to give specific reasons why a certain department could not be dropped from the school program.

The public is not fickle. It appears to be so only because it is a composite of all the individuals of a community who are banded together into innumerable organizations and clubs. The fact that it is swayed hither and thither reveals that a search for facts, upon which to found beliefs, is going on. If one has these facts, upon which theories are based, to give, the public will eagerly accept said theories as laws.

This is not a time to defend physical education. This field's work has always justified its existence as a fundamental part of our educational program, but we educators have spent too much time theorizing. Theory is like sand—it shifts and moves in sympathy with the tread of time. Facts are the rocks upon which we build our future.

It May Interest You to Know---

IN THE August, 1933, number of *School and Society*, page 280, there appears an interesting article entitled "The Subjugation of German Physical Education and German Fascism." The fate of German physical education, which so influenced our early systems, is of interest to us all, and we should read this article explaining the effects of Germany's new political creed upon our work.

* * *

THE National Congress of Parents and Teachers met in Washington, D.C., from September 18 to 21. Much of the time of the four-day session was devoted to a discussion of the current trend to cut our school appropriations recklessly. Concerning this vital subject, Mrs. B. F. Langworthy, First Vice-President of the National Congress, said: "Of course, we must cut the expenses of government, including education, but we must demand from our officials wisdom and discretion in cutting. For instance, we have enough cement roads to last us for ten years with only the expense of keeping them in order; we have enough government buildings to keep us going for another generation; but we have a new batch of school children with faith in our declaration for adequate education for every child, and we cannot fail them. The fulfillment of our pledge to them demands comfortable, sanitary surroundings, but not marble palaces; it demands a rich curriculum, well taught, that shall fit them, not for college necessarily, but for the business, social, and civic world in which they live."

* * *

THE Health Education Institutes of the National Y.W.C.A. are part of the program of the National Department of Study and are listed with schools and leadership training courses. At Lake Ariel, Pennsylvania, the camp of the Scranton Y.W.C.A., the group ranged from twenty-six to forty-seven. At Forest Beach, New Buffalo, Michigan, the Chicago camp had an attendance of seventeen with twenty-five on one day. The programs in the two institutes were much the same. This year the requests from the field were similar in their desire to face fundamental problems in social trends in our changing communities and the adjustments the "Y" is making to meet new conditions.

In the East, the leaders were Leroy Bowman of the Child Study Association of America, and Mildred Esgar of the National Y. W. C.A. Staff. Miss Esgar pointed out social trends and how the Y.W.C.A. is building its program to meet them. Mr. Bowman then discussed the sociological, philosophical, and esthetic principles underlying modern or progressive education and challenged this group of specialists, with an important contribution to make in a specialized skill for leisure time and adult education, to find its place in relation to the whole educational program and the life of the whole personality.

The round table on trends in health education in the Y.W.C.A., led by Edith Gates, with Miss Esgar as resource, or with Miss Espy in the Midwest, began its discussion with the minimum essentials of a Y.W.C.A. and what place in its program health filled; and how to finance it and interpret it to the community.

Another subject under discussion in both institutes was that of recreation, and of the types of programs that would be most valuable to meet the present challenge of increased leisure with character-building or educational recreational activities. At a program exchange, many successful programs were reported by different associations, including those featuring recreations, social games, party plans, handicraft work, types of dancing, and rhythmic exercises. Everyone present returned home with a new and inspirational feeling about the fall's work.

In addition, a new honorary society for health education secretaries of ten or more year's service in the Y.W.C.A. was inaugurated, called the "Old Gray Mares." It is possible to join this organization only at institutes, so all those eligible should be present at the next one.

THE following excerpts from an article by Professor Thomas H. Briggs of Columbia University appeared in *School and Society* for January 14, 1933. They are especially interesting to physical education teachers. Professor Briggs writes:

"The enlarged functions of teaching health and citizenship and social living and means of happily and profitably using the increased and increasing leisure are essential and should be made known as such to every citizen in the community.

"Economists tell us that were boom times immediately returned, half the unemployed would still be out of a job, so great have been technological advances. The second matter is that prosperity can return only as the buying power of the public is increased. Every time a wage is cut, prosperity is pushed just so much farther away.

"If these two facts are true—and who can deny them?—the remedy is plain. We must have a planned civilization that will put every man to work at a living wage for the number of hours necessary to produce what the nation needs. That number of hours will make the eight-hour day and the five-day week look like medieval slavery. Thus education for leisure takes on an importance that it has never had before, and for its worthy use we must prepare a richer, more varied, and more convincing program than we have had or even dreamed of."

* * *

MISS Laura J. Huelster, Chairman of the Soccer Committee of the Women's Athletic Section, has furnished the following interesting information concerning the new *Soccer Guide* that has been issued this fall:

The 1933-34 *Official Soccer Guide for Women and Girls* offers many interesting additions. The Soccer Committee has reorganized the soccer rules so that they are presented in a more simple, logical sequence and form. The rules have not been changed. The technique chart has also been altered into a more compact sheet for purposes of posting.

The teacher who knows little or nothing about soccer will be able to understand the essentials of the game from a clear, concise article on the explanation of soccer. The physiological value is discussed for the benefit of those who may hesitate about the advisability of the game from the standpoint of health. For the first time, the umpiring technique is thoroughly and clearly set up. Very helpful to the high school teacher in particular is the list of specific references to games, relays, and skill tests related to soccer.

Then too, the *Soccer Guide* includes rules for speedball and fieldball. The speedball rules have also been rearranged and reorganized. Additions of rules covering former omitted details have been made, and old rules have been clarified. This set of rules and the description of unique game techniques should help teachers make speedball a popular intramural game wherever it is tried in the activity program.

The Committee feels that each teacher of girls in physical eeducation will share its enthusiastic support of these vigorous team games, which are so inexpensive to promote and relatively simple to understand, if she but try them this fall or next spring.

* * *

THE Dance Section of the A.P.E.A. has a new editorial committee of which Mary P. O'Donnell is chairman. This section is exhibiting signs of the greatest activity and should do some outstanding things under its progressive leaders.

* * *

THE recent ruling of the NRA concerning the participation of the schools is: "Schools, colleges, universities, churches, hospitals, and charitable institutions, not operated for profit, except so far as they may be engaged in the operation of trade or industry, need not come under the provisions of the National Recovery Act."

* * *

IN THE October, 1933, issue of the *Magazine Digest* appears an interesting summary of an article by Marie Piper which originally appeared in *Die Umschau*, from Frankfurt, Germany. On the subject of "Japan's Womanhood Goes Western," Miss Piper says: "The modern Japanese flapper . . . enjoys sport and gymnastic exercises and life in general . . . It is amazing how these changes have already affected the physical type of the Japanese woman. The anaemic beauty, with the pale Camellia complexion and halo of artistically dressed hair, is a thing of the past, and so are the frail body and short legs. Sport, life in the open, better food, and

the European way of sitting on chairs instead of cowering on the floor, all contribute to make the present generation of Japanese women taller and stronger than their mothers."

* * *

THE *Public Instruction Bulletin,* of which the first issue appeared in September, is put out by the Department of Public Instruction of the Commonwealth of Pennsylvania. Its primary purpose is to keep school board secretaries, superintendents, supervising principals, supervisors, and others informed on official activities in education. It will give "advice, explanations, and information to officers and citizens, relative to the school laws, the duties of school officers, and the management of the schools, and all other matters calculated to promote the cause of education."

* * *

THE Wyoming Congress of Parents and Teachers is holding meetings from October 9 to 14. The American Physical Education Association was given the opportunity of sending display copies of the JOURNAL to the officers and managers at the request of the President, Mrs. Fairy Galley, of Casper, Wyoming.

* * *

MR. W. K. Streit, Director of Physical Education of the Cincinnati Public Schools, writes to the A.P.E.A. offices as follows: "You will be glad to know that our staff of eighty-seven physical education teachers in Cincinnati has not been reduced." Mr. Streit has just returned from an interesting physical education tour of Europe and during the last week in July he had the privilege of witnessing the greatest of German Turnfests at Stuttgart.

* * *

THE following individuals have accepted appointments to serve as representatives of the American Physical Education Association on the Council of the United States Volleyball Association: R. E. Laveaga, Boston Y.M.C.A.; H. G. Danford, Director of Physical Education, Lima, Ohio; A. S. Hotchkiss, Division of Physical Education and Athletics, Tennessee Coal, Iron, and Railroad Company, Birmingham, Alabama. In view of their long experience with volleyball, these men are especially well qualified to advise on discussions of the men's rules.

Motivation of Child Interest

(Continued from Page 34)

(Maintain above position, heels stationary, clap balls of feet together.)

Here are baby's soldiers standing in a row.

(Cross legs and sit tall.)

Here's the baby's trumpet, toot, toot, toot, toot, toot.

(Sit tall, bring trumpet up, elbows out, and toot.)

Here's the way the baby plays at peek-a-boo.

(Hands on hips and bend from side to side.)

Here's a big umbrella, keep the baby dry.

(Spinal push up hands on top of head, elbows well back.)

Here's the baby's cradle, rock a baby bye."

(Bring upper arm to horizontal, forearm to vertical, and rock from side to side.)

6. Christmas Tree.—First child stands with feet astride, hands on hips while the tree swings in the wind. The second child, who is the man, comes hunting the tree. He stretches up and looks. Spinal push up. Repeat. The second child chops down the tree. The first child (tree) falls. Man picks up the tree and takes home.

7. Ball Game.—

"A little ball, a larger ball, a great big ball you see.
Let us count the balls we've made, 1, 2, 3."

This ball number is a straight-back game. Try to maintain a straight back during the game and afterward. The little ball can be made with the fingers, the larger ball with the arms in front, and the great big ball with both arms over the head.

8. Circus.—(Taken from *Story Plays* by Wright.) 1. Look at the animals. Turn head right and left, and bend head backward and look up into the cages.

2. Gymnast in the trapeze. Stand on toes, stretch arms forward and upward (taking hold of imaginary trapeze), bend elbows, and pull (hard) hands to chest, at same time lowering heels and bending knees slightly.

3. Blowing up a balloon. Breathe in, then blow. Then throw balloon as high up as possible and then catch. Again.

4. Elephants. Relax and drop trunk forward.

5. Giraffe. Raise arms high over head (showing long neck of giraffe).

6. High-stepping horses.

9. The Garden.—1. Look at the garden, turn head right and left.

2. Bend forward and rake to right and left.

3. Planting. Bend from waist down and plant with bending knees. Stand up and then plant another seed.

4. Down comes the rain. Reach up high and let arms come down softly. Repeat.

5. Seed starts to grow. From a kneeling position the children come to a stand with hands high over head in best posture. The gardener is very proud of his plants for they are all so straight and hold their heads so high.

10. Wash Day.—1. Carry clothes out on basket on head. Push basket up high and hold head straight so basket will not slip.

2. Put basket on ground and hang up clothes. Stoop and pick up garment and reach up and put it on the high line.

3. Work is all done. Survey the line. With straight backs look from side to side, then tip head back and look up.

4. Looks cloudy. See if it is going to sprinkle. Raise arms and turn palms over. Repeat until children feel the rain.

5. Take clothes off the line.

6. Carry basket back into the house on head.

11. Hallowe'en.—(Wright, *Story Plays.*) 1. Look for the pumpkins. Long steps, look right and left.

2. Gathering. Stoop down, lift heavy pumpkin with both hands. Stretch arms upward. Repeat until wagon is full.

3. Get into wagon. Alternate knees high.

4. Drive home.

5. Take lantern out to frighten neighbors. Reach up high

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to window. Some one is coming, stoop quickly. Repeat.

12. **In the Sand Box.**—1. Sit with knees bent up, heels stationary, dig with toes.

2. Heels stationary, pick up sand first with right and then left toes and place between the feet.

3. Heels stationary, pat into a nice mound.

4. Point toes inward, and with toes dig a tunnel under mound until toes touch.

13. **Valentine Day.**—Reach up and put valentine in with both hands.

14. **Easter Lilies.**—(Wright, *Story Plays.*) 1. Flowers grow up from stooped position, standing tall.

2. Little flowers look around, left, right, and backwards.

3. The little white lily raises its cup. Arms sideward, upward, over head, fingers touching.

4. Easter flowers in the breeze. Swing right and left.

15. **Pigeons.**—1. Walk around pigeon-toed.

2. Flying pigeons. Keep pigeon-toed and have arms fly up and down.

16. **Humpty Dumpty.**—Sit cross and hold toes. Keep a straight back and rock backward and forward. On the word "fall," go completely back, holding onto the toes.

17. **Buckle My Shoe.**—

"One two, buckle my shoe,
Three four, shut the door,
Five six, pick up sticks,
Seven eight, lay them straight,
Nine ten, big fat hen."

On the one two, three four, etc. the child is in a standing position to over correct the feet. On "buckle my shoe," "close the door," etc. the child returns to the correct position. Do not allow the foot to relax.

18. **Rainy Day.**—1. Rain drops falling. In standing position, reach up and let fingers be rain falling to the floor in front. Keep knees straight. Repeat.

2. Step over puddles. Big high steps.

19. **Birds in the Nest.**— 1. Spinal push-up for a tall tree with nest on top.

2. Hands on heads for little birds, elbows out to make a big nest.

3. Birds fly a little way and back. Each time they fly a little farther from the big nest in the tall tree.

20. **Finger Play.**—(Lokrantz)

"Heads, shoulders, knees, and toes,
Heads, shoulders, knees, and toes."

"In touching heads and shoulders keep elbows well back. If this exercise is done slowly, it will do more good than if it is done quickly. It may be played as a forward bending exercise, when the knees are kept stiff and the hamstrings are stretched. It may be done as a squatting exercise, when the back is kept straight."

21. **Guess.**—We're very, very tall, now very, very small. Sometimes tall, sometimes small, guess which we are now.

22. **Walnut Tree.**—

"Here stands mother tree
With arms so high.
Well she knows Mr. Wind will soon pass by.
Mr. Wind passed by; he shook that tree.
Down fell the nut babies, 1, 2, 3.
And pattering and rolling they fell to the ground
Till millions of nuts were lying around, all around."

Nursery Rhymes to Music

1. **Hickory Dickory Dock.**—Cross sit arms high over head, swing left and right for "hickory, dickory, dock." "The mouse ran up the clock," and let fingers run from floor up high. On "the clock struck one," clap hands high over head. On "and down he ran" let fingers run down. "Hickory, dickory dock" done as before. This rhyme may be done in a standing position with a tip-toe run forward and backward on "ran up," and "down he ran."

2. **Little Jack Horner.**—Follow words for action. On "said

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what a good boy am I" stand tall with feet forward and stretch arms high over head.

3. **Ride a Cock Horse.**—"Ride a cock horse to Banbury Cross, to see a fine lady upon a white horse." (Use high steps, bringing alternate knees high) "Rings on her fingers," (stretch fingers high in the air) "and bells on her toes," (curl toes to hold in bells) "she shall make music wherever she goes" (raise arms high and sway back and forth).

4. **Two Little Blackbirds.**—

"Two little blackbirds sitting on a hill,
(Cross sit, two first fingers up in front.)
One named Jack and one named Jill
(Stretch one arm up high over head on Jack, the other on Jill.)
Fly away Jack, and fly away Jill
(On Jack, one arm stretches out to the side; on Jill other arm stretches in opposite direction.)
Come back Jack, and come back Jill."
(One hand returns to side or lap on Jack, other on Jill.)

5. **There Was a Crooked Man.**—

"There was a crooked man and he went a crooked mile.
(Pigeon-toed walk.)
He found a crooked sixpence against a crooked stile.
(Keep knees straight, bend down and pick up sixpence.)
He bought a crooked cat which caught a crooked mouse
(Walk pigeon on all fours, heels down.)
And they all lived together in a little crooked house."
(Hands on head, elbows back to make house big enough for all.)

6. **A Little Bird.**—

"Once I saw a little bird go hop, hop, hop,
(Hook sit and, while heels are held stationary, tap with toes on the words "hop, hop, hop.")
So I said, 'Little bird, won't you stop, stop, stop?'
(Same position, heels stationary, clap heels together.)
And was going to the window to say, 'how do you do?'
(Heels stationary, raise balls of feet and turn inward, and on each "do" curl toes and make feet bow to each other.)
When he shook his little tail and far away he flew."
(Heels stationary, balls of feet go up and down.)

7. **Jack and Jill.**—

"Jack and Jill went up the hill
(Back lying, hips on the floor, both legs straight up, pushing on heels.)
Jack fell down
(One knee falls to chest.)
And broke his crown,
And Jill came tumbling after."
(Other leg down.)

Songs

1. **To the tune of Mighty Like a Rose.**—(Back lying, feet together, knees apart and to chest.) Abdomen and low back.

"Put your right knee over
Now your left knee too,
Bring them up to your chest,
Now with both you're through."

2. **To the tune of Mother of Mine.**—(Contributed by girls of Madison School, Pasadena, under direction of Miss Helena Stephenson.) Trunk bending with head and upper back in corrected position.

"My wings I'll quickly erase
To make a smile on my face,
And every time I do this
I'll be sure not to miss
The way to good posture and perfect happiness."

This exercise is done in a hook-lying position, hands on head, elbows down. Keeping hips and feet stationary, with head and elbows on the floor, sway from the waist to alternate sides.

3. **To the tune of Yankee Doodle.**—(Hook-lying position.) Foot exercise. Put your right foot on your knee and curl your toes and hold it, and put your left foot on your knee and curl your toes and hold it, etc. The foot should be placed on the knee so that the child can see the entire bottom of the foot.

4. **To the tune of Brother John.**—(Contributed by the girls of Madison School, Pasadena, under the direction of Miss Helena Stephenson). Take the hook-lying position, knees apart, arms resting sideward, abdomen and low back.

"Bring your knees up and your heads up, elbows down, elbows down,
Put them down again, put them down again; that was right, that was right."

5. **To the Tune of Swanee River Chorus.**—(Back-lying position. Contributed by the Madison School girls, Pasadena, under direction of Miss Helena Stephenson.) Stretch tendo achillis, foot exercise.

"All little girls should curl their toes, while they are young,
Push on your heels and keep your knees down
Now, all the work is done. (relax)
Curl your toes, oh, curl your toes,
Give your heels a push.
Push your heels and keep your knees down
Now, all the work is done." (relax)

6. **To the tune of Old Black Joe.**—(Hook-lying position. Contributed by the Madison School Girls, Pasadena, under the direction of Miss Helena Stephenson.) Abdomen and low back.

"Spread your knees apart
Then bring them to your chest
Stretch them way up straight
Then slowly down to rest.
Do this once again
The same thing over twice
Now, do this every day at home
Once or twice."

7. **To the tune of Auld Lang Syne.**—(Contributed by the girls of Jefferson School, Pasadena, under the direction of Mrs. Esther Owers.) general posture.

"We hold our arches nice and high, our toes are straight ahead.
We curl them tight ten times each night before we go to bed.
Our heads are up, our chins are in, our posture must be fine,
When we grow up we all must have straight shoulders, heads and spine."

8. **Bean Porridge Hot.**—(From Lowman, Colestock, and Cooper, *Corrective Physical Education for Groups*, p. 415.)

9. **Foot Rotation to Yankee Doodle.**—(From Lowman, Colestock, and Cooper, *Corrective Physical Education for Groups*, p. 415.)

10. **Tap, Tap Partner.**—(From Lowman, Colestock, and Cooper, *Corrective Physical Education for Groups*, p. 415.)

Rhythms with Music

1. **Teeter.**—Cross sit, arms straight out. ¾ time.

2. **Tic Toc.**—Back lying, legs swinging together from side to side, 3/4 to 6/8 time.

3. **High-Stepping Horses.**—Back straight. 4/4 time.

4. **Pigeon Walk.**—4/4 time.

5. **Clap.**—Backward lying, clap soles of feet together. Knees are apart and bent to chest. 4/4 time.

6. **Trees.**—Arms diagonally up from cross sit. Swing. 3/4.

7. **Rocking Chair.**—Cross sit, keep back straight, bend forward and back.

8. **Bicycle.**—Alternate leg upward stretch, knee straight. Ride with heels. 6/8.

9. **Rocking Horse.**—Back lying, soles of feet together. Rock knees to chest and lower, keeping hips on floor.

10. **Back Lying.**—Separate legs, and put together. 3/4.

11. **Rocking Horse.**—On hands and knees carry hips and trunk forward and backward. Keep back high and flat. 3/4 to 6/8.

12. **Windmill.**—Cross sit with hands out. Swing up and down. 3/4 to 6/8.

13. **Cross sit, arms side horizontal.**—Carry right forward, left back and reverse. Keep heads up. 3/4 time.

Weekly Posture Check

The weekly posture check at the end of the lesson keeps in the minds of the children the essentials of posture, and brings it into its everyday light of correct sitting, standing, and walking. If corrective physical education means merely the routine of exercises, there will be little carry-over value into the normal activities of life. Exercises are soon forgotten, but the many forces causing poor posture such as: fatigue, malnutrition, overweight, underweight, poor eyesight, poor hearing, weak musculature, poor physical conditions, etc., are ever present. It is only through a growing posture consciousness and constant effort with the assistance of exercises that the best results can hope to be obtained. Corrective instruction should be the training from which this consciousness grows.

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The High School Health Council

(Continued from Page 6)

these practices actually function in the daily life of the pupil, then, and then only may we say that *health education* is a success.

THE picture of the work of the Health Council would not be complete without a word concerning the relationship of the school and the outside health agencies.

The local hospital furnishes clinical and orthopedic aid in emergency cases. The local Tuberculosis Association furnishes pamphlets and materials for classroom exhibitions. The eye, ear, and dental clinics provide the opportunity for pupils, who, because of financial difficulties, would otherwise be barred from needed relief. The city health department has furnished lecturers on timely subjects as well as contributed valuable literature on health topics.

This brief outline indicates how a practical health program has been developed. It is realized that the conditions in schools may vary greatly in regard to students, faculty, and school facilities. The problem of each school must be solved to meet local conditions. Yet, we do believe this general procedure will aid in sending out pupils better able to adjust themselves to the health problems of later life, because they have learned to adjust themselves to these problems during school life.

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To Harrow Again

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Old French *herce* meant "a harrow," *hercier* "to harrow," and *rehercier* "to harrow over again," borrowed in Middle English as *rehercen,* Modern English *rehearse.* Now we *rehearse,* not the plowed field, but a speech, a play, or the like.

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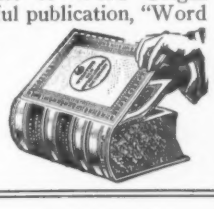

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Unit Teaching in Health Education

(Continued from Page 12)

portion of the class period was taken up with an irrelevant discussion between two boys as to the difference in the anatomy of the fish found in the lake versus those found in the ocean.

Seventh.—Unit method utilizes pupil judgment. This is particularly important in health education for a dynamic society, in which we are aiming for many adaptive outcomes, as well as desirable fixed practices. Hopkins[9] says: "The most important factor in all adaptive outcomes is the ability to do constructive thinking, and this can rarely be developed by incidental procedures." There seems to be some confusion in the modern health education movement, in that we fail to realize that pupils cannot be taught how to think unless you direct them to some facts on which to base their judgment.

IN closing, it should again be emphasized that unit organization considers the types of results desired; since each of the three types of outcomes—skills, understandings, and appreciation—involves different psychological processes, and must therefore be reached by different methods of teaching. Because education is recognizing that desirable fixed practices cannot be achieved as outcomes by trusting to incidental teaching, in the future, particularly in the elementary schools, we shall possibly decide definitely on those phases of health practices concerning which there is more or less scientific agreement and uniformity and make a drive for these specific outcomes. Also, we shall possibly learn that even adaptive outcomes of health are not apt to be reached by incidental teaching. The modern movement of research in character education, a closely related field, would seem to indicate such a conclusion. Definite research studies of health teaching through vague correlation in the high school have not proven an effective channel for achieving desirable health outcomes. Such teaching has often been accidental rather than incidental. Even in such a closely related field as that of science, we are not always reaching the desired health goals. It may be because the objectives of science and health are not inclusively the same.

Again, the importance of stressing outcomes of appreciation and attitude in high school teaching in health education should be reiterated. In seeking to reach such outcomes, we all acknowledge that they cannot be forced, but we can make use of certain psychological methods which best serve such desired ends. In achieving outcomes of appreciation and attitude, a method rich in associated and concomitant learnings will be found useful.[10] Again, since the use of the conditioned emotional response in education is becoming more and more prevalent, it may also function in health teaching.[11] The effectiveness of this method in advertising is so well known, it needs little scientific explanation. The emotions aroused by one object are being used as a means of initiating a favorable attitude towards some other object, for which the pupil has already expressed little interest. For this reason, the physical education department in the high school undoubtedly holds the golden key for favorably conditioning pupils to the subject of health, since they are already dealing with those particular aspects, namely, body mechanics, physical vigor, athletics, and recreational activities in which youth is already interested, not only for physical reasons, but for social recognition. Moreover, health is intrinsically tied up with many of the aims and objectives of physical education. Thus, in the future we may well imagine a physical education program including more and more units of direct health instruction.

[9] *Ibid*, p. 208.

[10] Kilpatrick. *Foundations of Method*, p. 102-6, 111, 113, 129, 117-19, 133-4. Macmillan Co., 1926.

[11] Hopkins. *Op. cit.*, 184, 212.

Pageantry, Vehicle of Self Expression

(Continued from Page 17)

Music.—

1. Miss Muffet—Blueprint music from University of Wisconsin.

2. Thistle Down Two step—Arnold—*Collection of Rhythms*—p. 61.

Activity.—

1. Skip in to line position for relays.

2. Arch and Fall—First person runs to line, makes an arch by putting weight on hands and feet, next person crawls under and forms second arch, continue until all are under. Arches fall, last one under steps between each person, runs to starting line. Continue until all are in place.

3. Caps and Wands—Staley—*Games, Contests, and Relays*—p. 249.

4. Dead Man's Lift—Staley—*Games, Contests, and Relays*—p. 254.

Costumes.—Group in street clothes. See picture for Muffet and Spider costumes.

Chimes—

3. Little Bo Peep.....Simple Folk Dances.....Second Grade

Music.—

1. Bo Peep Nursery Rhyme set to music.

2. Roman Soldiers—Neilson and Van Hagen—*Physical Education*—p. 108.

3. Ritsch, Ratsch—Neilson and Van Hagen—*Physical Education*—p. 224.

4. Turn Around Me—Burchenal.

Activities.—Signified by music.

Costumes.—See picture for Bo Peep and Tree with Sheep Tails. Group in street clothes.

Chimes—

4. Old King Cole and Court.....Dancing.....High School Girls

Music.—

1. Old King Cole—Blueprint music from University of Wisconsin.

2. Badger Gavotte—LaSalle—*Rhythms*—p. 121.

3. Four Little Blackberries.

4. College Spirit March—Forster Music Co., Chicago.

Activity.—

1. Act out Nursery Rhyme for King Cole.

2. Court Ladies dance Badger Gavotte and Four Little Blackberries.

3. Guards do a Military Tap to College Spirit March.

Costumes.—Court Ladies in long, organdy dresses, pastel shades. Guards in white shirts, black shorts, red crêpe paper cross straps and belts, red hats. Fiddlers in black bloomers rolled high, white blouse, short shoulder cape, long black stockings, beret with an extra wide cardboard brim and long plume.

Chimes—

5. Mary Mary Quite Contrary..Rhythms in Playlet..Kindergarten

Music.—

1. Quiet Walk—Shafer—*Rhythms for Children*—No. 1.

2. A Run—Arnold—*Festivals and Plays*—p. 85.

3. Catch Me—Arnold—*Collection of Rhythms*—p. 70.
4. Arpeggio.
5. March of Sleepy Heads—Arnold—*Collection of Rhythms*—p. 77.
6. Melody in F—Arnold—*Collection of Rhythms*—p. 96.
7. Flowers of Forest—Arnold—*Collection of Rhythms*—p. 62.

Activity.—
1. Mary Plants her seeds. (Children with flower hats.)
2. Rain patters around the flowers.
3. Sun comes in running slowly.
4. Sun, in place, rises from squat to stand position.
5. Seeds grow very, very slowly.
6. Butterflies play around the flowers.
7. All skip out.

Costumes.—Rain-grey crêpe paper fringes hang from arms. Sun-yellow paper hats and wrist streamers. Butterflies wings of orange and feelers on heads.

Chimes—

6. Ten Little Indians.....Indian Dances.....Third Grade

Music.—
1. Ten Little Indians—Neilson and Van Hagen—*Physical Education*—p. 138.
2. Indian Dance.
3. Original music and actions to Ten Little Indians skipping in a line, one fell down, and then there were nine, etc.

Activity.—
1. Enter with partner and make four lines of ten each for Ten Little Indians.
2. Two circles for Woodcraft Hoop Dance from Julia Buttree, *Indian Book*.
3. Four circles of ten each for original dance patterned after nursery rhyme, Ten Little Indians.

Costumes.—Made of gunny sack with red fringe on hem or with red fringe sewed on a tan dress or sweater. Hoops for Woodcraft Dance were tire beads wound with colored paper and cloth.

Chimes—

7. Wee Willie Winkie.....Nursery Rhymes.....First Grade

Music.—
1. Wee Willie—Shafter—*Dramatic Dances for Small Children*—p. 5.
2. Pussy Cat—Neilson and Van Hagen—*Physical Education*—p. 105.
3. Toads' Mistake—Blueprint music from University of Wisconsin.
4. Time to Rise—Robert Louis Stevenson—poem.

Activity.—(A sample of how to organize an activity.)
1. Wee Willie Music—Partners skip in to a circle.
2. Chord—Boys squat for pussy cats, girls stand beside them.
3. Pussy Cat—Repeated, girls being pussy cats.
4. Chord—Signal for boys to spread out to a large double circle to be toads, girls squat for mushrooms.
5. Toads' Mistake—Children sing and act out words.
6. Chord—Boys curl up on the floor asleep, girls stand for birds.
7. Time to Rise—Poem sung and acted out.
8. Chord—Stand by partner and face in double circle.
9. Wee Willie Winkie—Act out words, then in a line formation exit, skipping to the same music.

Costumes.—Wee Willie wears an all-over white flannel pajama suit. Group in regular street clothes.

Chimes—

8. Jack and Jill...Stunts and Tumbling...Fourth-Fifth Grades

Music.—
1. Jack and Jill—Shafter—*Dramatic Dances*—p. 6.
2. Valse Serena—*Piano Pieces the Whole World Plays*, No. 2—p. 192.
3. Valsette—*Piano Pieces the Whole World Plays*, No. 2—p. 142.
4. Blue Danube.

Activities.—
1. Group sang two verses for Jack and Jill to act out.
2. Both grades did the same stunts, one group from right and the other from left.

(Continued on Next Page)

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3. Stunts—Waltz music played throughout.

Hip Wiggle and Forward Roll.	Clown Kick Stunt.
Hold Toes and Forward Roll.	Rabbit Run.
Dog Run and Mats Carried out.	Jumping Jack.
Whole Turn and Forward Roll.	Broken Leg.
Stride Roll.	Rabbit Leap.
Elephant Walk.	Mule Kick.
Fall Rocker.	

Costumes.—Wash cotton gymnasium suits were borrowed from the junior high school girls for the girls. See picture for Jack and Jill costumes.

Chimes—

9. Chefs and Peasants.....Dancing.....Junior and Senior High School Girls

Music.—

1. Moravian—A Chalif Dance.
2. Twenty Swedes Ran Through the Weeds.
3. Salterella—A Chalif Dance.

Activity.—

1. All run in and Peasants sit while Chefs do a novelty tap number to "Twenty Swedes Ran Through the Weeds."
2. Peasants do Salterella Folk Dance in groups of eight.
3. Peasants do Moravian in line formation.

Costumes.—Chefs wear ill-fitting bakers' outfits. Peasants wear white blouses and any kind of a long brightly colored skirt.

Chimes—

10. Wood Sprites.....Modern Dancing.....Senior High Girls

Music.—

1. Victory Dance—Opera Aida.

Activity.—Another vigorous spirited dance ending in a group salute to Mother Goose, who stands by her door to thank her guests.

Costumes.—See No. 1.

Note.—Each activity was announced by a Wood Sprite who played a simple four-note chime call on a chime instrument. A melodious dinner gong would serve just as well. While she did this another Wood Sprite went to the entrance to greet the entering group.

The general organization for each grade consists of a main character in costume, acting out the nursery rhyme and immediately followed by a group of children who do their activity to entertain Mother Goose. At their exit, they leave the main character seated with Mother Goose.

The pageant could be held either inside or outside. The original was held in a gymnasium with a huge black cyclorama as a background.

What Are Educational Frills?

(Continued from Page 9)

be true, should be true, would be true, of music, of art, of industrial art, of literature, of history, of almost anything and everything offered in the curriculum if we could and would but get the true purpose of it clearly understood by all who are interested in effective public education and get them all to see how the program can be best advanced. The entire field of the world's knowledge would become the available curriculum; numerous activities would be stimulated, encouraged, guided; few things would be required, almost everything would be offered; *whatever was used, and used to good advantage, would then become the "fundamentals"* and *whatever was little used, used with pain and little profit, would become the educational "frills"* and *should become the first to be eliminated.*

America needs and must have an efficient school system, one which prepares all the people for efficient earning and rich living. Our school system must be based upon a political philosophy in keeping with our national ideals and necessities and upon an educational philosophy in keeping with the same basic forces. We must choose wisely and well our administrative machinery and must scrutinize with care every offering of the curriculum. Teacher-service, pupil-time, and taxpayer's money are all too scarce to waste on any non-functioning, time-wasting, death-dealing material—material which contributes little while it is being taught and less in life after school days are over. Any subject in the curriculum could be such. Under such conditions, such a subject would then be a "frill." Considered on this basis and this alone, I join the chorus and say "away with the frills!"

Rhythmic Activities for Boys

(Continued from Page 26)

education is a basic and important part of a liberal bodily education. It is, further, another argument for a varied program in the period of adolescence.

It seems to me that the values inherent in this class of activities justify its use in the school program. But when we ask for this, certain obstacles furnishing arguments against it present themselves. The size of class and space, the time allotment, and relative values of program activities are among the first that come to mind. The size of the class should not prevent the practice of these activities if the space is large enough for the usual work. Space is needed for locomotor work, for leaping, running, and jumping. As to time allotment, 25 to 30 per cent of the time devoted to physical education might be given to it during the winter and part of the fall and spring period. This is a matter, however, that must be solved individually for each condition and situation. It is an advantage that no equipment is needed.

The narrow conception of physical education, held by some of our teachers, particularly with reference to activities, is a barrier to progress. Teachers of physical education should have a broad background of training in activities. And that leads to what is perhaps the highest hurdle to leap if rhythmic education is to be given boys: the inability of our men teachers of physical education to present this work. Men must be trained for it.

Teaching rhythmic activities, particularly with musical accompaniment, is a difficult task, even though the accompanist knows exactly how to adjust her playing to the activities. It is, therefore, desirable, first, that the instructor know something about music. He should not have to depend entirely on a pianist but should know at least the time, tempo, and nature of composition needed for his work. Second, he should be able to record activities and also compositions associated with and developed by rhythmic practice indicating counts and measures needed. He may need such information in organizing his lesson. This involves a knowledge of the terminology of rhythmics. Third, he must be able to demonstrate and explain his work well and present it progressively, interestingly, and instructively. This implies that he must acquire training, actually experience rhythmic work, know the subject matter, and know how to adapt it to the age-level of his classes. It also implies a knowledge of the mechan-

ics of the human body in action; not only a knowledge of the technique of walking, running, jumping, etc., but a knowledge also of the technique of general bodily action. Last, but not least, he should know its values and purposes and how to attain them.

Unfortunately, many teachers of physical education for boys do not know these things and consequently hesitate to teach rhythmics. Not including rhythmic activities in the training of teachers of physical education is an inexcusable neglect. Those who have been denied this training and are still plastic and ambitious should strive to obtain it.

Many educators are ignoring the undesirable effects produced by a narrow program, often limited to one or two sports, and resulting through its overemphasis of the competitive spirit in mal-education of the youth. In closing may I sum up my message in the following points:

1. The results of experience proves that rhythmic activities are enjoyed by boys as well as by girls. For high school work, material suitable for boys must be selected.

2. Certain desirable objectives and outcomes are not obtained except through the practice of rhythmics; for example:

a. Cultivating the sense of rhythm and rhythmic control;

b. Developing group action through cooperation, that is different from the group action developed in team games.

3. Contributions are made to other objectives and outcomes of physical education, as

a. developing growth and free expression of individuality;

b. developing an appreciation of the beautiful in form and movement as seen in artistic creations;

c. laying a foundation for participation in rhythmic recreation; and

d. improving and strengthening bodily organs and physiological functions and developing powers of coordination.

4. Rhythmic education is an important part of a liberal bodily education and lays the foundation for physical plasticity.

5. The values inherent in rhythmic education justify its use in the school program.

6. To teach these activities successfully requires thorough training in them.

7. Balance, moderation, were the guiding words of Athenian education before its decline. Can we attain that level of culture if overemphasis of the competitive *motif* continues in the manner in which it now exists, or shall we change and blend "music and gymnastics?"

Speedball for Women

(Continued from Page 40)

c. Back field tactics for half- and fullback players in which the goalkeeper is left free to guard as she chooses. This "man to man" type of defense carries over from basketball tactics and IIIb.

d. Juggle play as a form of ball progression or guard evasion in the guarding close territory.

e. Etc.

Combinations of Familiar Games

V. Review the above tactics and point out their use in speedball.

a. Combine Ia and IIIc or the zig-zag relays. This affords

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players a chance to experience the new hand-foot coordination used in speedball.

b. Indicate previous types of play used in the new game as:
(1) interception
(2) juggle
(3) trapping
(4) heading
(5) etc., etc.

The Game

VI. Speedball. Introduce the game entirely from the viewpoint of previous experience and skills which have been acquired in more familiar games as:

a. Field positions and duties similar to those of soccer and fieldball in the fundamental type of play.

b. Elementary forms of ball manipulations are similar preliminary games and for the same purpose.

c. Game rulings though somewhat different in wording, involve similar soccer and fieldball situations.

Coaching Ideas Derived from Program

Under the method described the transition from phase to phase of play affords the participant a chance to note for herself that speedball skills are built upon a kinesthetic sense she has already partially developed elsewhere. She no longer has to combat instinctive reactions, for her previous training has helped to break down her fear of oncoming balls, and worst of all her fear of being unable to receive them. Many times a potentially good player is unfortunately handicapped by just this psychological difficulty. Likewise, a new game sounds complicated to her; she has a feeling it involves the acquiring of many new skills, and the intervening period of awkwardness necessary to their mastery appalls her, sometimes to the extent of complete discouragement.

It is true there are several games for girls which demand physical and mental alertness. Tennis, basketball, swimming, and the like all tend to contribute their part to the broadening of the neuro-muscular sense. At present, however, there is no game for girls and women which so combines the use of pedal and manual coordinations as does speedball. The history of physical education for women conclusively demonstrates that progress in play-forms requiring footwork has been very gradual indeed. Society, convention, and religious views have been factors which have extensively restricted the development of girls' games in this respect. Genteel shoulder movement with Indian clubs, hoops, and floral bars were, until very recently, considered the limit of muscular performance for this sex. Games of the soccer and kickball variety were at first distinctly eschewed by leaders of girls as unfit material for their charges. Of late, however, costume reforms and a changing public attitude, which has had its foundation in multiple reasons, have almost completely banished this traditionally conservative idea of repressed muscular activity.

Soccer type games lend themselves to the development of footwork for girls in an admirable manner. Basketball and volleyball type games make for smoothness in manual coordinations, but with speedball successful play depends upon a synchronization of the two forms. Faulty footwork cannot be balanced by superior hand play and vice versa. Girls who have themselves played the game are the first to realize the necessity for unity of motor action. This is another reason that the program which has been previously outlined has been well received by those who play. The girl herself feels the demand for balanced control of both hand and foot plays and the progression steps of the procedure afford the participant an opportunity to see for herself her advancement in neuro-muscular coordinations which satisfactorily fulfill developing needs.

Useful Adaptations—Fieldball Advantages

When the problem of limited space for women's sports is a determining factor in selection of games, field arrangements are always a paramount consideration. The sketched activity plan, however, does not ignore this point, for a shorter area is used than that proposed by speedball rules for men as prepared by the American Sports Publishing Company. As has heretofore been mentioned, the outlined scheme of presentation was evolved through experimental work in regular physical education classes for college girls. One of the major points of adjustment from the original rules was the development of a "compromise" field. This was a combination affair consisting of approved dimensions for girls' regulation soccer play with the addition of a center alley to comply with fieldball qualifications. Likewise, speedball restraining lines, etc., were later placed upon the same field as the classes progressed in the outlined material. By this method it was possible to change from one game to the other without the necessity of completely new field markings for each game.

The center alley lines of fieldball proved a splendid help in elementary speedball play because they were constant reminders to the girls of position boundaries which were likely to be forgotten in the excitement of playing a new game. Schools and colleges which have this problem of field arrangement confronting them will find the suggestion a practical one for fall use. It may seem at first as though these combined lines would confuse players and coaches but if care is taken to add new lines only as progress demands, the maze of white marks will not bewilder.

Furthermore, on a regulation or shortened soccer field for girls, the players' health can be better safeguarded. The girls do not become exhausted from extensive running as they did on the originally proposed speedball field dimensions. From the standpoint of physical director, the step from fieldball to speedball can be more readily enacted without delay of field working negotiations with the ground's superintendent. In the sections of the country where the fall playing season for out-of-door work is too short, this is a valuable timesaver for the director. Coaches will notice also that tactics of speedball are in no way hampered by the use of this compromise field.

If you as a physical director for girls have coached speedball previously and have found your own method not entirely satisfactory, try the suggested outline to see if the girls do not more readily span that gauche period (so hard to coach) of transition between manual and pedal combinations of kinesthetic coordination. If you have never played speedball, and your program is flexible enough to include the addition of a new game, enter it on your list of fall sports for the girls. You may be sure they will thoroughly enjoy the game.

Touch Football--the Fall Sport for Boys

(Continued from Page 41)

exception of basketball, this game holds more opportunities for quick thinking and prompt action than any game I know of.

The little fellow as well as the high school youth will find this game valuable. This is especially so since the Junior Official Football has been designed, exactly like the regular official football in general description and quality, but smaller throughout in accurate proportion. He can now learn to kick and pass just as accurately as his older brother. Part of the physical education periods may be used for the teaching of skill in punting and drop-kicking as well as accuracy in passing and agility in running.

Touch football is consistent with the modern trend in collegiate and high school football. That is, it incorporates the idea that better football is football which has the lateral and forward pass and the kick as its most effective offensive weapons. There is a great deal of interest in the development of these skills, and the physical training program takes on new life in the fall when such instruction is offered at school.

Scoring System for Cross Country

(Continued from Page 35)

to facilitate a speedy recording of individual and team winners. A small section of the room is roped off and blackboards, made of long strips of beaver board painted black, are placed on the wall inside the section about seven feet from the floor. An elevated platform is placed below the board for use of the officials while tabulating the score with chalk. The roped-off section with elevated blackboards makes it possible for contestants, spectators, representatives of the press, or anyone interested in the race to secure the results immediately after each race without interfering with the officials assigned to the tabulation of the official score.

On the boards in all classes under the heading "Order of Finish," the competitor's numbers are written in order from one upwards, depending on the number of contestants entered in each class. Under the heading "Team Score" appears the name of each team and under each team the names and contestant numbers of each individual making up that team. Immediately upon receiving the pack of place cards from the hands of the messenger dispatched from the scene of the race, a scorer writes the records as compiled by this system of place cards under the "Order of Finish" of that particular division or race, appearing on the blackboard. A second official writes in the athlete's name and team from the master sheet, which is drawn up by the clerk of course at the time of assigning numbers to contestants. When the "Order of Finish" is fully completed, it is a simple matter for one official to interpret the data from the "Order of Finish" results, while a second official records the place number opposite each contestant under the respective teams and adds the points for each team to determine its standing in the race.

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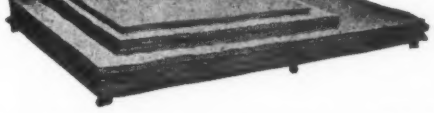

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perience that three efficient scoring officials can compile the results of a cross-country race composed of eighty runners and twelve teams in about fifteen minutes. In other words, the contestants, by the time they reach the dressing room, may learn immediately how they finished, find out their team score, and receive their trophies, if such be the case.

If it is necessary to complete the score at the finish in the open, it is a simple matter to place the scoring set-up on card boards for the convenient use of the officials. However, the scoring room over a period of ten years of experience in connection with the management of ten Michigan State Interscholastic Cross-Country Championships and one large National Amateur Athletic Union Championship has proven to be very satisfactory to all those concerned. Regardless of how complicated the description may seem, the Place Card System of scoring large cross-country events is the speediest and most efficient yet devised in this country.

Determining Individual Needs

(Continued from Page 21)

gave a new clue on which to work. We took him to the eye, ear, and nose clinic at the Genesee Hospital in Rochester, where it was discovered that he had a condition of chronic pharyngitis. Regular visits to the clinic cleared up the condition, and from May to the close of school in June he gained nine pounds.

The low Physical Fitness Index originally brought this lad to our attention, but the low Physical Fitness Index was a result, not a diagnosis.

In every case of this nature, there is a real challenge to us, as educators, to search out the hidden causes and to remedy them, that we may help our pupils to reach their goal of citizenship and an abundant life.

INASMUCH as we have said that we must search out the underlying causes of the conditions which we discover let us consider further what measures the physical educator may use to determine individual needs of pupils.

It has been said that defects of the teeth and disorders of the feet are the most common and widely spread form of physical impairment among civilized people today. It behooves us, as physical educators, to accept responsibility for the alleviation of these disorders.

Dental conditions are properly the job of the dentist and the dental hygienist, but we have a responsibility to do our utmost to cooperate with these authorities by arranging for dental inspections, and visits to the clinics; and by following up the dental inspection reports in order to secure early treatment of the conditions reported. In our own school a squad of dental hygienists visits the building twice each year. Pupils have their teeth cleaned and examined as part of their health education program. A simple card record is kept on file in the health education office, which shows dates of cleaning and examination results. Summaries are made of all defects discovered, and follow-up work is done to insure treatment from the family dentist or at the local dental dispensary.

In examining feet for defects most orthopedic surgeons will insist that subjective examination, by inspection, is most effective. From a physical education viewpoint, this is not necessarily true. Not all physical educators have the necessary skill and experience; and the pupil cannot readily check his status. Satisfactory results may be achieved through the use of "foot-prints," made either with a Pedograph,[4] or by painting the pupil's feet with bluing, and taking the prints on absorbent paper. Each print is marked with the pupil's name and the date, and filed for future reference and comparison.

A most effective means of measuring foot conditions, and checking results, from foot-prints has been evolved by which a ruled line is drawn from ball to heel on the inner edge of the foot-print, and another line at an angle from the first along the forward edge of the longitudinal arch. By measuring this angle with a protractor, we have available a mathematical measure of the foot condition, from the foot-print. By comparing these angle measurements we can readily detect any change in the condition.

Posture conditions are best measured by the silhouetteograph,[5] the conformateur, or the photograph. The silhouetteograph measures general posture indicating the positions of the scapulae and abdomen, as well as antero-posterior lumbar and cervical curvatures. Photographs measure lateral curvatures; and the conformateur gives the outline of the spine. All of these devices may be homemade and will produce satisfactory results.

It is estimated that 12 per cent of the school children in the United States have defective vision, which if undiscovered and uncorrected, will greatly impair their academic and athletic development. A simple "first test" which the physical educator can utilize is the Snellen card test, either using the "E" card or the letter cards available. Results of the eye tests should be followed by efforts to put the pupil in the care of a good eye physician or clinic for remedial work.

Hearing defects are serious handicaps in all phases of life. The only objective, valid, and reliable measure of hearing now available is the phonoaudiometer.[6] We have found that phonoaudiometer hearing tests, followed by an otological examination, form a most satisfactory and effective means of detecting hearing handicaps.

Our last addition to our program for the detection and remedy of defects is what we call the "cardiac clinic." Through the cooperation of the Health Bureau, the Strong Memorial Hospital, and the local medical association, a survey is made of all known or suspected cardiac cases in the school population. These are sent to the school nurse, and the parents' consent to the examination is secured on a written form. On the two days of the clinic, one for boys and one for girls, the heart specialists make thorough examinations and electro-cardiograph tests, and write recommendations for each individual case, which the school endeavors to follow.

I should like to suggest two other types of measures

[4] Scholl Mfg. Co., Philadelphia, Pa.
[5] Eastman Kodak Co., Rochester, N. Y.
[6] General Electric Co., Schenectady, N. Y.

which may well be utilized in determining needs in health and physical education; one is the Intelligence Quotient, and the other a subjective test in social efficiency and culture.

In our athletic work we have need to develop some means of measuring the "immeasurable" qualities. Most progressive schools have available in the child study or psychology departments the intelligence quotients of their students. We should utilize these measures for further research in our own field. The door of opportunity is wide open. It is up to us to accept the challenge and enter.

We have claimed for physical education certain specific objectives in social efficiency and cultural appreciations. As yet we possess no satisfactory measures in these fields. There is now available an experimental rating scale which was evolved by the writer,[7] in connection with the revision of the *New York State Syllabus*. This scale is highly subjective, and there are no norms, but it is a sincere initial effort to meet a need. Again, the door of opportunity is open to all of us in this field. We have claimed results in character, sportsmanship, courtesy, and integrity. Are we really getting these results?

WHEN we have determined through these or other measurements the needs of our pupils, we are at the real starting point of our journey, ready for the gun to say "Go!"

We have set our objectives and determined our starting points. We must modify our programs to meet the needs disclosed, and so help the individual pupils along the various roads to citizenship and an abundant life. Summarizing, we have indicated four distinct steps.

1. Set your objectives
2. Determine the needs of your pupils
3. Plan your program accordingly
4. Measure your progress

To quote Superintendent Herbert S. Weet of the Rochester Public Schools: "If there is one principle more than another by which we can determine whether a public school system is headed in the right direction, it is found in the extent to which that system is using all its possible resources to think and work in terms of the individual needs and personalities of the children concerned."

Soccer Meets the Newer Needs

(Continued from Page 44)

often makes a "dub" tend to become afflicted with "spectatoritis," to use the term of Dr. Jay B. Nash.

Soccer is also adaptable to a girls' program for almost any age, beginning as low as the fifth and sixth grades if a need for a team game is felt. Girls will experience the same emotional thrill in playing that boys do. The novice will have just as enjoyable a time as the more experienced player. The techniques are easily mastered with a little practice.

The "kids" will get a great *kick* out of this game, and you can let them "kick to their feet's content."

[7] For copy of this scale, address Carl G. Chamberlain, 950 Norton Street, Rochester, N. Y.

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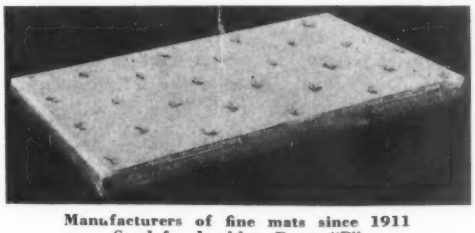

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Dancing in the Elementary Schools. The Committee on Dancing of the American Physical Education Association for the Years 1931 and 1932. (A. S. Barnes & Co., 1933) 134 pages. $1.00.

Mary P. O'Donnell wrote the preface for this book which represents the work of the Dance Section of the American Physical Education Association. She says: "The content of this book, frequently controversial in character is offered with the desire to present the current opinions of persons of wide experience in that most vital problem—teaching children to dance."

Objectives, Methods, Basic Movements, and *Correlation with Other Activities* indicate the subjects treated in opening chapters. *Dancing for Boys in the Elementary School* will solve a real problem for many teachers. *Rhythm, Accompaniment, Dancing as a Major Course in Physical Education,* and *Dancing in the Preparation of the Classroom Teacher,* each section prepared by an authority in her line, are chapter heads which complete the volume, and indicate its versatile nature.

Intramural Activities—Their Organization and Administration in the Junior and Senior High School. Robert Edward Lindwall. (1933) 88 pages. $1.00.

Robert Lindwall has written a useful book which offers complete and practical information on a live subject. Its value is enhanced by the fact that its material is based directly upon the experience of the writer in secondary schools. *Organization* and *Administration,* and *Programs* (including actual recent and successful ones) are important divisions of the book. An appendix names authoritative books and articles on the subject of intramurals.

The Elements of Canoeing. Albert Van Siclen Pulling. (The Duke Publishing Co., 1933). 139 pages.

Mr. Pulling prepared his interesting little book "as an informal text for schools, colleges, and camps, which give courses in canoeing, and for the beginner who is unable to get expert instruction, but is trying to pick up the elements as best he can." Following a history of the canoe, the author describes the modern canoe. Placed well to the front of the book—in all wisdom—is a good chapter on "Safety." Instruction in the various strokes, advice on the choosing of canoes and paddles, their care, and repair follow in logical order. In a chapter called "Some Miscellaneous Points in Canoeing" are points on "Canoeing Etiquette" and "Canoe Stunts." At this point, the book, assuming that the reader is no longer a novice, proceeds with more technical instruction. The author initiates his reader into "Canoe Sailing" and concludes with "Racing and 'Formal Canoeing.' " Attractive illustrations add interest to the book, and a bibliography and an appendix, in which certain technical matters and expressions are explained, complete the little volume.

Ethics in Nursing. Gene Harrison. (C. V. Mosby Co., 1932) 163 pages. $1.50.

This book aims to discover the real meaning of ethics, to show how a code of ethics evolves, and to give the student nurse suggestions for solving her individual problems. There is considerable food for thought contained in this little volume, written for the present generation of young student nurses.

Fundamentals of Personal Hygiene. Walter W. Krueger, Ph.B. (W. B. Saunders Co., 1932) 291 pages. $1.75.

The author of this book has taught personal hygiene for some ten years and presents the important principles in an attractive and interesting manner. Questions to stimulate discussion and a bibliography appear at the end of each chapter. This practical little textbook should aid the pupil in acquiring the "art of living healthfully."

Leisure in the Modern World. C. Delisle Burns. (The Century Co., 1932) $2.50.

Mr. Burns gave some radio talks in England on "Leisure." The chapters of his book are based on the talks. His inclusion in an appendix of characteristic letters written to him in response to these talks may indicate that the idea for the book developed during the broadcasts. Two quotations from the author will serve to suggest his attitude toward his subject and are certainly provocative enough to inspire a reading of the book:

"Civilization may depend for its roots upon the way in which work is done, but it depends for its finest flower upon the use of leisure."

"What a man does in his leisure changes the tone or atmosphere of the whole of the society in which he lives. Leisure is not even understood until there is no problem as to what to do with it . . . . to want to do something is the result of education. If your education in school or after leaves you with no interest at all, with nothing you want to do apart from what you have to do, then it has failed in fitting you for life."

Mr. Burns is the Stevenson Lecturer in Citizenship in the University of Glasgow, and is well-known in the United States as a lecturer.

A Report of Progress in Corrective and Developmental Physical Education in the Quincy Senior High School. Health and Physical Education Staff. (Pleiades Company, 1933) 30 pages. 25 cents.

This pamphlet reports in outline form the progress made from May, 1932, to February, 1933, in adapting physical activities to the physical needs of individual pupils. It covers only one phase of physical education—the correction of remediable defects and the improvement of vitality or physical fitness of those pupils most in need of this guidance.

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